

# Q3 Academy Langley

## Quest for Knowledge Booklet

### Year 8 – 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.*

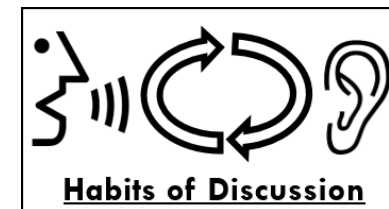
## Strategies to use your Quest for Knowledge effectively:

Strategy	Guidance
<b>Copying out</b> – writing out information from the Q4K yourself.	<i>This strategy is useful for working through information systematically; it has its limitations though.</i>
<b>Mind Mapping</b> – 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>
<b>Self-quizzing</b> – 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>
<b>Quizzing at home</b> – 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>
<b>Blurting</b> – 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>
<b>Flash-cards</b> – 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><b><u>Agreement Prompts:</u></b></p> <ul style="list-style-type: none"> <li>• “I agree with Jason because...”</li> <li>• “I was just thinking of something similar to Maria’s point about...”</li> <li>• “Grace’s point makes sense because...”</li> <li>• “I think that the strongest part of Taz’s response was...”</li> <li>• “Nelam’s point about ____ was important because it...”</li> </ul>	<p><b><u>Disagreement Prompts:</u></b></p> <ul style="list-style-type: none"> <li>• “I disagree with Chris because...”</li> <li>• “I think it’s more complex than what you’re saying, Alice, because...”</li> <li>• “I understand why you’d say that Naresh, but...”</li> <li>• “There’s another piece of evidence that contradicts Rosie’s point...”</li> <li>• “I see things differently to Shara because...”</li> <li>• “The evidence I’ve looked at suggests something different to Ben’s response...”</li> </ul>
<p><b><u>Add to Prompts:</u></b></p> <ul style="list-style-type: none"> <li>• “I’d like to elaborate on Jade’s idea...”</li> <li>• “I’d like to build on Kate’s point...”</li> <li>• “There’s another example of what Theo is talking about...”</li> <li>• “You could also add that...”</li> <li>• “The thing that I think is missing from Charlie’s point is...”</li> <li>• “I understand, and would like to add...”</li> <li>• “Is it fair to say that...”</li> <li>• “If we change Jess’ point just a little, we could add...”</li> <li>• “Alex’s point about _____ was good but I’d also add...”</li> </ul>	<p><b><u>Paraphrasing:</u></b></p> <ul style="list-style-type: none"> <li>• “Another way you may interpret that is...”</li> <li>• “Put another way, Brian is saying...”</li> <li>• “So Nyasha is saying that...”</li> <li>• “It is fair to say that Chris believes...”</li> </ul>

# Habits of Discussion

## French

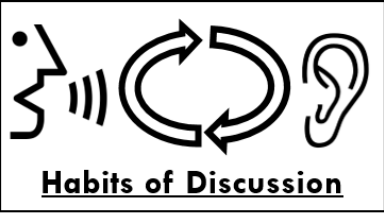


<u>Agreement Prompts</u>	<u>Disagreement Prompts</u>
<ul style="list-style-type: none"> <li>• “Je suis d’accord avec _____ parce que...” – I agree with _____ because...</li> <li>• “Je suis du même avis que...” – I am of the same opinion as...</li> <li>• “Sans doute ton point est vrai _____ parce que...”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



# Habits of Discussion

## Spanish



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

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

## Homophones

Homophone	Rules	Example
There	There is a location. Here is also a location. <b>There</b> must have a <b>here</b> .	Place your coats over <b>there</b> .
Their	A <i>pronoun</i> – Their has an 'I'; 'I' is a pronoun.	<b>Their</b> appreciation was well thought out.
They're	A <i>contraction</i> of 'they are'. Try putting ' <b>they are</b> ' in your sentence to see if it makes sense!	<b>They're</b> (they are) going to transition to the Sports Hall.
Whether	Conjunction to indicate choice. There's no need to choose which ' <b>h</b> ' to lose – 'whether' has two.	You must decide <b>whether</b> you want a jacket potato for lunch.
Weather	<b>A</b> tmospheric state. ' <b>weather</b> ' = <b>a</b> tmosphere.	It looks like we could have cold <b>weather</b> today.
Have	Verb showing ownership. <b>Have</b> is used as a <i>contraction</i> – could' <b>ve</b> , would' <b>ve</b> , should' <b>ve</b> . Try putting the full word to check for sense.	I should <b>have</b> remembered my purple pen!
Of	A <i>preposition</i> , which expresses the relationship between a part and a whole.	Who will be the Star <b>of</b> the Lesson today?
Which	<i>Relative pronoun</i> used when writing about a thing or making a choice.	<b>Which</b> company do you belong to?
Witch	A <i>noun</i> . The ' <b>t</b> ' is the <b>wi</b> ch on their broom.	What does the <b>witch</b> say in the opening scene of Macbeth?
Your	Pronoun meaning belonging to you.	Put <b>your</b> pens down please!
You're	A <i>contraction</i> of ' <b>you are</b> '. Try putting 'you are' in your sentence to see if it makes sense!	I don't know if <b>you're</b> getting a Q-Point or not.
To	A <i>preposition</i> expressing motion in direction of a location. (One 'o')	Transition, in silence, <b>to</b> your next lesson.
Too	Excessive or more - add another ' <b>o</b> '. To mean also, add another ' <b>o</b> '.	You can fulfil that role on your Family Lunch table <b>too</b> !
Two	The number in <i>word form</i> – one more than one!	<b>Two</b> 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 <b>gs</b> and two <b>s's</b> .	Immediately	<b>Immediately</b> mediate between the prefix <b>-im</b> and the suffix <b>-ly</b> .
Apparently	<b>A</b> pparently, a parent named their children <b>ap</b> and <b>ly</b> .	Independent	Independent is so independent it does not need an 'a'.
Argument	Think of the <b>m</b> breaking up an argument between the <b>u</b> and <b>e</b> .	Necessary	It is necessary for your shirt to have one <b>Collar</b> and two <b>Sleeves</b> .
Beginning	In the beginning, there were not one, not two, but three <b>ns</b> .	Occasion	O- <b>cc</b> -a-sion. Remember, two <b>cs</b> , one <b>s</b> .
Believe	Be-li-eve. Remember i before <b>e</b> .	Occurred	O- <b>cc</b> -u- <b>rr</b> -ed. Remember, two <b>cs</b> and two <b>rs</b> .
Completely	Com-ple-te-ly. Suffix is <b>-ly</b> .	Possession	Two <b>s's</b> at the beginning, two <b>s's</b> at the end.
Conscious	Remember, ' <b>sci</b> ' is in the middle; it means knowledge!	Preferred	Pre-fer-red. Remember, one <b>f</b> , two <b>rs</b> .
Definitely	Remember, ' <b>ite</b> ' not ' <b>ate</b> '.	Received	Remember, i before <b>e</b> except <b>c</b> when the sound is <b>e</b> .
Disappear	Dis-ap-pear. One <b>s</b> , two <b>ps</b> .	Referred	Re-fer-red. Remember, one <b>f</b> , two <b>rs</b> .
Disappoint	Dis-ap-point. One <b>s</b> , two <b>ps</b> .	Religious	Rel-igi-o-us. Suffix is <b>-gious</b> .
Embarrass	Emb-a-rr-a-ss. Two <b>rs</b> , two <b>s's</b> .	Sense	Sense cannot 'c', only sense. Suffix is <b>-se</b> .
Environment	En-vi-ron-ment. Remember, <b>n</b> before the m.	Tomorrow	You need to choose: Tom-or-row? Remember, one <b>m</b> , two <b>rs</b> .
Familiar	Fami-liar. Suffix is <b>-iar</b> .	Unfortunately	Un-for-tun-ate-ly. Suffix is <b>-ely</b> .
Friend	Fri-end. Fri the end of friend. Remember, i before <b>e</b> .	Until	Until has only un I.
Government	Govern-ment. Remember, <b>n</b> before the m.		
Happened	Hap-pen-ed. Suffix is <b>-ened</b> .		

**Big Question tracker:**

Use the table below to write down your answer to the Big Question based on what you have learned/done in your lessons each week.

It is important to fill this in each week, and refer to it as you move through the Cycle to help you see for yourself how your knowledge grows throughout the cycle.

The Big Question for this cycle is: ***What is the art of rhetoric and how can we use it to influence others?***

Week number	Your Answer to the Big Question
1	
2	
3	
4	
5	
6	
7	
8	
9	



**Elements of Writing**

<b>Apostrophe of possession (singular)</b>	Apostrophes show that a noun owns or possesses something. To make a single noun possessive, simply add an apostrophe and an "s".	The <b>boy's</b> toys were broken.
<b>Apostrophe of omission</b> (see contraction)	An apostrophe can be used to indicate the omission of letters. These omissions (or contractions) are generally used in informal, slang or colloquial language.	Once you pop you just <b>can't</b> stop!  <i>Can't = can + not.</i>
<b>Apostrophe of possession (plural)</b>	A plural noun generally requires an apostrophe after the letter s to show it owns something.	The <b>boys'</b> toys were broken.
<b>Appositive</b>	A noun or noun phrase that renames or adds identifying information to a noun it immediately follows.	His brother, <u>an accountant with Arthur Andersen</u> , was recently appointed.
<b>FANBOYS</b> (co-ordinating conjunctions)	FANBOYS are seven coordinating conjunctions: for, and, nor, but, or, yet and so. FANBOYS join together main clauses to make compound sentences. A comma always comes before the FANBOYS as long as the FANBOY is joining two main clauses; however, if the FANBOYS is not joining main clauses then no comma needed (as it's not operating as a coordinating conjunction).	Fran prefers to drive in the country, <b>for</b> there is often less traffic.  Betty ran to the grocery, <b>but</b> it had closed at six o'clock.
<b>Homophone</b>	Two different words are homophones if they sound exactly the same when pronounced even though they are spelt differently.	<i>Here, hear.</i> <i>Some, sum.</i> <i>They, they're and their.</i>
<b>Proper noun</b>	The name of a particular person, place or thing. Proper nouns are capitalised. Common nouns name classes of people, places or things; common nouns are not capitalised.	Proper nouns ( <b>capitalise!</b> ): Names = <i>Sam, Kathy.</i> Places = <i>Birmingham.</i> Things = <i>Keys.</i> Common nouns ( <b>lower case</b> ): Classes of people = <i>singer.</i> Classes of animal = <i>cats.</i> Places = <i>cities, towns, church.</i> Things = <i>books, cars, tables.</i>

**Elements of Writing**

<p><b>On a white bus</b></p> <p>(subordinating conjunctions)</p>	<p>The subordinating conjunctions include when, where, while, after, although, before, because, if, though, and since. These are a sample of subordinate conjunctions. For additional words, consult a grammar book.</p> <p>When <b>subordinating conjunctions begins</b> a sentence, a <b>comma</b> always is placed in the <b>middle</b> of the sentence just before the main or independent clause. <b>However</b>, if the subordinating conjunction is in the <b>middle</b> of the sentence, then the comma is <b>not used</b>.</p>	<p><b>When</b> I wake up, I like to eat a bowl of Captain Crunch cereal.</p> <table><tr><td><b>O</b></td><td><i>only if</i></td></tr><tr><td><b>N</b></td><td><i>now that</i></td></tr><tr><td><b>A</b></td><td><i>as (after, although)</i></td></tr><tr><td><b>W</b></td><td><i>when, whenever, where, wherever, while</i></td></tr><tr><td><b>H</b></td><td><i>how, however</i></td></tr><tr><td><b>I</b></td><td><i>if, in case</i></td></tr><tr><td><b>T</b></td><td><i>though</i></td></tr><tr><td><b>E</b></td><td><i>even if/though</i></td></tr><tr><td><b>B</b></td><td><i>before</i></td></tr><tr><td><b>U</b></td><td><i>unless, until</i></td></tr><tr><td><b>S</b></td><td><i>since</i></td></tr></table>	<b>O</b>	<i>only if</i>	<b>N</b>	<i>now that</i>	<b>A</b>	<i>as (after, although)</i>	<b>W</b>	<i>when, whenever, where, wherever, while</i>	<b>H</b>	<i>how, however</i>	<b>I</b>	<i>if, in case</i>	<b>T</b>	<i>though</i>	<b>E</b>	<i>even if/though</i>	<b>B</b>	<i>before</i>	<b>U</b>	<i>unless, until</i>	<b>S</b>	<i>since</i>
<b>O</b>	<i>only if</i>																							
<b>N</b>	<i>now that</i>																							
<b>A</b>	<i>as (after, although)</i>																							
<b>W</b>	<i>when, whenever, where, wherever, while</i>																							
<b>H</b>	<i>how, however</i>																							
<b>I</b>	<i>if, in case</i>																							
<b>T</b>	<i>though</i>																							
<b>E</b>	<i>even if/though</i>																							
<b>B</b>	<i>before</i>																							
<b>U</b>	<i>unless, until</i>																							
<b>S</b>	<i>since</i>																							
<p><b>Participle</b></p>	<p>A <b>verb</b> that <b>functions</b> as an <b>adjective</b>. Present participles end in –ing.</p> <p>Past participles typically end in –d, -ed or –en but may appear in other forms.</p>	<p><b>Shivering</b>, the dog sat by the fire.</p> <p>Present participle = <i>brimming, gushing, glowing</i>.</p> <p>Past participle = <i>injured, broken</i>.</p>																						
<p><b>Participial phrase</b></p>	<p>A participial phrase is a phrase that starts with a verb and the entire phrase acts like an adjective by modifying a noun or pronoun. Like an appositive it adds information about the noun. You can put commas, dashes or brackets around your participial phrase (like an appositive!)</p>	<p>The eagles, <u><b>circling with sinister determination</b></u>, squawked loudly.</p>																						
<p><b>Transitional phrases</b></p>	<p>Transition words and phrases help make a piece of writing flow better and connect one idea to the next.</p>	<p>After all , even so, in fact, as a matter of fact, for example, in other words, as a result, for instance, in the first place, at any rate, in addition, on the contrary, at the same time, in conclusion, on the other hand.</p>																						

## Elements of Writing: clauses and sentences.

Clause	Definition	Example											
Main clause	A <b>main</b> clause – also known as an <b>independent</b> clause – is a group of words that contains a <b>noun</b> and a <b>verb</b> ( <b>subject</b> and <b>predicate</b> ) and expresses a complete thought that makes sense.	<table><tr><td>The</td><td>cat</td><td>slept.</td></tr><tr><td>determiner</td><td>noun</td><td>verb</td></tr><tr><td colspan="2">subject</td><td>predicate</td></tr></table>	The	cat	slept.	determiner	noun	verb	subject		predicate		
		The	cat	slept.									
		determiner	noun	verb									
subject		predicate											
Subordinate clause	A <b>subordinate</b> clause – also known as a <b>dependent</b> clause – is an <b>incomplete</b> main clause; it lacks either a noun or verb, or it has both but does not express a complete thought that makes sense. Dependent clauses usually start with a relative pronoun (which, that) a participle (dancing, shouting) or a subordinating conjunction (because, though).	<table><tr><td>because</td><td>the</td><td>cat</td><td>slept.</td></tr><tr><td rowspan="2">Subordinating conjunction</td><td>determiner</td><td>noun</td><td>verb</td></tr><tr><td colspan="2">subject</td><td>Predicat e</td></tr></table>	because	the	cat	slept.	Subordinating conjunction	determiner	noun	verb	subject		Predicat e
		because	the	cat	slept.								
		Subordinating conjunction	determiner	noun	verb								
subject			Predicat e										

Sentence	Definition	Example
Simple sentence	A simple sentence contains <b>one main</b> (independent) clause.	The boy fell.
Compound sentence	Compound sentences are made of <b>two or more main</b> (independent) clauses linked by a <b>connective</b> (usually a coordinating conjunction).	The boy fell and the girl laughed.
Complex sentence	A complex sentence contains a <b>main</b> clause and a <b>subordinate</b> clause.	The girl laughed because the boy fell.
Complex-Compound	A compound-complex sentence has <b>two main</b> clauses joined to one or more <b>subordinate</b> clauses.	The girl, who was immature, laughed as the boy fell.
Because colon	Use a <b>colon</b> to replace the conjunction ' <b>because</b> ' (or ' <b>for</b> ') where it joins two main clauses. The colon tells the reader that the second main clause will explain, justify or elaborate on the first main clause. A colon means "that is to say" or "here's what I mean."	The dodo was utterly alone: it was the last of its kind.
Colon list starter	Use a colon to introduce an item or a series of items. Do not capitalize the first item after the colon (unless it's a proper noun).	You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.
Conjunctive adverbs semi-colon (however)	Use a semicolon between two main clauses that are connected by conjunctive adverbs. The semi-colon goes before the conjunctive adverb.	You must do your homework; <b>otherwise</b> , you might get a bad grade.

**Clauses and sentences: Foundational Knowledge**

Sentence	Definition	Example
<b>Coordinating conjunctions (FANBOYS)</b>	Used to join two main clauses to create a compound sentence.	The wizard had a long, grey beard, <b>and</b> he had piercing green eyes.
<b>Fronted adverbial</b>	Beginning a sentence with an adverb followed immediately by a comma.	<b>Suddenly</b> , the car stopped.
<b>Mirrored clause semi-colon</b>	Use a semi-colon to join two main clauses of similar length that show contrasting opinions or ideas about a similar topic.	<b>Some people</b> like football; <b>other people</b> hate it. <b>Inside</b> , it was hot and clammy; <b>outside</b> , it was strangely cool and dry.
<b>Noun, (which/where/who), [Relative Pronouns]</b>	Noun, (which/where/who), sentences begin with a noun then a comma followed by <b>which</b> or <b>where</b> or <b>who</b> and a second comma before saying what the person or thing does.	Cakes, <b>which</b> taste fantastic, are not so good for your health. Mr. Tims, <b>who</b> is my favourite teacher, is leaving the school soon.
<b>Semi-colon compound sentence</b>	Use a semi-colon in-between two main clauses (instead of a 'comma FANBOYS') to make a compound sentence.	Abby eats hamburgers; Jane eats veggie burgers.
<b>Semi-colon list items</b>	Use a semicolon between items in a list or series if any of the items contain commas.	To be a writer you need: a pen, which is inexpensive; a writer's pad, to capture ideas; a room, which has an inspiring view and a cup of your favourite tea.
<b>Semi-colon with FANBOYS</b>	Use a semicolon between main clauses joined by a coordinating conjunction if the clauses are already punctuated with commas or if the clauses are lengthy.	Some people write with a word processor, tablet, <b>or</b> a even a phone; <b>but</b> others, for different reasons, choose to write with a pen or pencil.
<b>Subordinating conjunctions (On a white bus)</b>	Used to join a main clause (more important idea) with a subordinate clause (less important idea). When subordinate conjunctions begin a sentence (example 2), a comma is always placed just before the main idea. Subordinate conjunctions can include when, where, while, after, although, before, because, if, though and since.	1) I like to eat a bowl of Captain Crunch cereal <b>when</b> I wake up. 2) <b>When</b> I wake up, I like to eat a bowl of Captain Crunch cereal.
<b>Transitional phrases semi-colon (as a result)</b>	Use a semicolon between two main clauses that are connected by a transitional phrase. The semi-colon goes before the transitional phrase. See Q4K glossary for phrases.	Sarah's guest was turned away by the receptionist; <b>as a result</b> , she left before the presentations.  Phrases: on the contrary, of course, for example.
<b>Verb, noun.</b>	These sentences start with a verb, followed by a comma, and then the noun of the person/thing along with what they do.	<b>Flying</b> , John had always been terrified of it. Trembling, he fled from the beast.

Key Definitions

Term	Definition
<b>Rhetoric</b>	The art of effective or persuasive speaking or writing.
<b>Persuasion</b>	The art of guiding another towards the adoption of ideas, attitudes, or actions through reasoning or argument.
<b>Rhetorician</b>	An expert in formal rhetoric.
<b>Oratory</b>	The art or practice of formal speaking in public.
<b>Philosopher</b>	A person who questions and studies the nature of existence, knowledge, values, reason, mind, and language.
<b>Credible</b>	The ability to be seen as trustworthy and believable by others. The more trustworthy you are, the more credible you are.
<b>Virtuous</b>	Having or showing high moral standards. This helps you present yourself as a morally good person.

Key Teachers of Rhetoric

<b>Aristotle</b>	A Greek philosopher who outlined <b>three persuasive appeals</b> of successful rhetorical speaking: ethos, logos, pathos.
<b>Quintilian</b>	A Roman rhetorician who argued that there are <b>distinct styles of oratory</b> : the forensic style and the grand style.
<b>Cicero</b>	A Roman philosopher who explained that there are <b>five canons of rhetoric</b> : invention, arrangement, style, memory, and delivery.



### **Aristotle's Three Persuasive Appeals**

Appeal	Definition
<b>Ethos</b>  <i>The speaker</i>	An appeal to the <b>authority</b> or <b>credibility</b> of the speaker; the ability of the speaker to appear knowledgeable, trustworthy, and of good character to their audience.
<b>Logos</b>  <i>The subject matter</i>	An argument that appeals to an audience's sense of <b>logic or reason</b> ; using proof to support the argument.
<b>Pathos</b>  <i>The audience</i>	An appeal to the <b>audience's emotions and imagination</b> , focusing on the <b>values</b> and <b>beliefs</b> of the audience.

### **Quintilian's Styles of Oratory**

Style	Definition
<b>Forensic</b>	A style of rhetoric known for its directness and attention to detail.
<b>Grand</b>	A style of rhetoric characterised by its heightened emotional tone and language.

### **Cicero's Five Canons of Rhetoric**

Term	Definition
<b>Invention</b>	The process of developing and refining an argument, and finding the balance between what the audience needs to hear and what the speaker needs to say.
<b>Arrangement</b>	The process of structuring the argument.
<b>Style</b>	The process of determining how to present an argument, and how to use rhetorical techniques and words to impact the audience.
<b>Memory</b>	The process of learning and memorising the speech while making it sound natural.
<b>Delivery</b>	The process of making effective use of voice and body language: projection, gestures, eye contact, pronunciation, tone and pace.

Term	Definition	Example	Links to Aristotle's three appeals
<b>Alliteration</b>	When words next to each other start with the same letter or have the same sound.	<i>They have served tour after tour of <u>d</u>uty in <u>d</u>istant, <u>d</u>ifferent, and <u>d</u>ifficult places.</i>	Pathos
<b>Allusion (biblical, mythological, historical or literary)</b>	A reference to an event, person, myth etc. that is well known to your audience. The helps the writer/speaker access shared knowledge of the audience.	<p><i>"James was given his <u>30 pieces of silver</u> for framing his boss"</i></p> <p>This refers to the amount of money Judas was given for betraying Jesus and is used here to reference the act of betrayal again by James.</p>	Ethos
<b>Anadiplosis</b>	This is a form of repetition in which the last word of one clause or sentence is the first word in the next clause or sentence.	<i>"Don't you surrender! Suffering breeds <u>character</u>; <u>character</u> breeds <u>faith</u>; <u>faith</u> will not disappoint."</i>	Logos Pathos
<b>Anamnesis (pronounced as an-am-knee-sis)</b>	Referring to the past by quoting another writer to make the speaker/writer appear as knowledgeable.	<i>Shakespeare once wrote, "<u>the course of true love never did run smooth</u>"</i>	Ethos
<b>Anaphora</b>	Repeating words as the beginning of successive lines, phrases, or clauses.	<i>"...<u>we shall fight</u> in the fields and in the streets, <u>we shall fight</u> in the hills."</i>	Pathos
<b>Anecdote</b>	A short description of an account of an event.	<p><i>"But it also comes from my own American story.</i></p> <p><i>I am the son of a black man from Kenya and a white woman from Kansas."</i></p>	Logos Ethos Pathos
<b>Antithesis</b>	When two opposite ideas are put together in a sentence to achieve a contrasting effect.	<i>"The world will <u>little note, nor long remember</u>, what we <u>say here</u>, but it can <u>never forget</u> what they did."</i>	Pathos Logos
<b>Diacoep (pronounced as die-ack-oh-pee)</b>	Repetition of a word with one or more words in between, usually used to express deep feeling.	<i>"His <u>pain, and terrible pain</u> it was, never seemed to end."</i>	Pathos
<b>Emotive Language</b>	Language which conveys or evokes an emotion in the reader or audience.	<i>"...the <u>gross injustice</u> and <u>cruelty</u> to which he is the <u>constant victim</u>."</i>	Pathos

Term	Definition	Example	Links to Aristotle's three appeals
<b>Enargia</b> (pronounced as en-are-gee-a)	A vivid and detailed description that paints an image (often emotional) in the reader's mind.	The dogs were given to us <u>beaten and underfed to the point where the outline of their ribs were showing.</u>	Pathos
<b>Epicrisis</b> (pronounced as epi-cree-seize)	When the writer/speaker quotes someone and comments on the quote.	Shakespeare once wrote, "The course of true love never did run smooth" <u>and he was right about that.</u>	Ethos
<b>Epimone</b> (Pronounced as eh-pim-oh-knee)	Persistent repetition of the same plea in similar words.	" <u>Help me to help them...</u> we can <u>help them...</u> the means to <u>help them</u> lies with us."	Pathos
<b>Epistrophe</b> (pronounced as eh-pi-stro-phe)	Ending a sentence or line with the same word (opposite of Anaphora).	"...that government of <u>the people, by the people, and for the people,</u> shall not perish from the earth."	Pathos
<b>Exaggeration</b>	A statement that represents something as better or worse than it really is.	I had a tonne of homework.	Pathos
<b>Fact</b>	A statement which is proven to be true.	We need food and water in order to survive.	Ethos Logos
<b>Group of 3 or Tricolon or power of 3</b>	A list of three adjectives, nouns, verbs, adverbs within a sentence.	"Among these are <u>life, liberty and the pursuit of happiness.</u> "	Logos Pathos
<b>Hyperbole</b>	An extreme and deliberate form of exaggeration.	My lungs <u>screamed</u> at me.	Pathos
<b>Hypophora</b>	When a question is posed and immediately answered.	Should students wear uniform? The answer is yes.	Pathos
<b>Imagery</b>	Visually descriptive or figurative language, usually drawing on the five senses.	...little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere.	Pathos

Term	Definition	Example	Links to Aristotle's three appeals
<b>Litotes (pronounced as lie-toe-teas)</b>	When a writer uses an understatement to appear as modest and not boastful.	"I've enjoyed some great success <u>with a fantastic team who have worked really hard to win games.</u> "	Ethos
<b>Metaphor</b>	A description or comparison of something by describing it as something else.	"I am here as a <u>soldier who has temporarily left the field of battle</u> in order to explain."	Pathos
<b>Parallelism</b>	When parts of a sentence are grammatically the same, or are similar in construction.	"We've seen <u>the unfurling of flags, the lighting of candles, the giving of blood, the saying of prayers.</u> "	Pathos Ethos
<b>Personal Pronouns</b>	A word that takes the place of a noun, and shows us the grammatical person, gender, number, and case of the noun it replaces.	<i>I, you, he, she, it, we, they, me, him, her, us, them</i>	Pathos Ethos
<b>Personification</b>	When non-human features are given human characteristics.	<i>Lightning <u>danced</u> across the sky</i>	Pathos
<b>Repetition</b>	The repeating of a word, phrase, or sentence to emphasise an idea.	"Ask me my main three priorities for the government, and I tell you: <u>education, education, education.</u> "	Pathos Ethos
<b>Rhetorical Question</b>	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	<u>"Are we a nation that values families, and works to keep them together?"</u>	Pathos
<b>Statistic</b>	A fact or piece of data obtained from a study of a large quantity of numerical data.	Google gets over <u>100 billion searches a month</u>	Logos Pathos Ethos
<b>Synecdoche</b>	When a part of something is used to refer to the whole – generally relating to the human body.	<i>For this to work, I can not do it alone, there is too much to do, <u>we need all hands on deck.</u></i> Here the "hands" refer to "people" who will use their hands to help.	Logos Pathos

## *The History of Rhetoric*

### 5TH CENTURY B.C. - ANCIENT ITALY: SYRACUSE

Most historians believe that rhetoric had its origins sometime in the 5th century B.C, when a form of democracy was established in Syracuse in Sicily. During this period, the new authorities exiled many people and claimed their properties. When the exiles attempted to reclaim their property, many did not have any evidence of ownership. Nevertheless, they were given the opportunity to argue why they should have their property back by speaking to a jury of their fellow citizens. In order to present their case effectively, exiles needed to speak well and persuasively, and therefore sought help from specialists in presenting their cases. Due to this demand, a new school of oratory emerged. Corax, a Sicilian Greek was, perhaps, one of the best-known rhetors. His system divided a speech into the following basic parts: *introduction*, *narrative* (historical background), *major arguments*, *subordinate arguments* and *subsidiary remarks*, and *summary*.

#### **Glossary:**

**B.C.:** Before Christ (used in the Christian calendar when referring to a year before Jesus Christ was born).

**Rhetoric** - The art of effective or persuasive speaking or writing.

**Democracy:** A form of government that is ruled 'by the people', who can take part in the decisions that affect the way their community is run.

**Exile:** Someone who is sent or kept away from their own country or home.

**Jury:** A group of people chosen to listen to the facts presented in a trial in a law court, and who decide if a person is guilty or not guilty based on the evidence.

**Oratory:** The art or practice of formal speaking in public.

**Rhetors:** A teacher of rhetoric.

**Subsidiary:** Not important but still linking to the main argument.

**Remarks:** Comments made by people.

### 5<sup>TH</sup> CENTURY B.C. - ANCIENT GREECE

Rhetoric continued to be used, and reached its highest development in Athens. The political system reigned within Athens, and contributed to Athenian democracy. This democracy was assigned to an assembly (*Ecclesia*) consisting of approximately 20% of the total population. Below the Assembly was the Council (*Boule*) and ensured that the Assembly carried out their duties, and that appointments were made. Much like the Assembly and the Council, the court system was also open to all citizens and were places where men had to defend themselves when challenged - which is why training in rhetoric was needed. Citizens often presented their cases to a jury of 500 citizens, and invested a lot of time, money and effort in developing their rhetorical skills. As a result, Isocrates created a school for ambitious youths who want to learn how to be effective rhetoricians.

#### **Glossary:**

**Reigned:** To control or be in charge of a state/country.

**Assembly:** a meeting of male citizens to discuss policy and exercise their votes regarding the government of their city.

**Council:** the full-time government of Athens consisting of 500 male citizens (50 men from 10 different tribes) whose job it was to prepare the agenda for meetings of the Assembly.

**Isocrates:** an ancient Greek rhetorician and orator.



## The History of Rhetoric

### 5<sup>TH</sup> CENTURY B.C. – THE SOPHISTS

As the Athenian democracy was open to all citizens, many young male citizens found that a political career was within reach. During the development of the Athenian democracy, ‘everyone had to be his own lawyer’ to ensure that all citizens were answerable to the courts, regardless of how privileged some might have been. Many citizens sought training from the Sophists in how to persuade and to argue in front of a larger group of people.

The Sophists were orators, public speakers, and teachers of rhetoric who would travel through Athens offering their services for a fee. The Sophists believed that good public speaking required training and could influence the opinions and attitudes of the people listening. Concerned only with winning and succeeding in debates and lawsuits, the Sophists relied on ‘style’ to make a favourable impression on audiences instead of truth and expert knowledge. ‘Style’ involved the teaching of how to cleverly use language, vocabulary, patterns of emphasis and metaphors, to persuade an audience.

#### Glossary:

**Favourable:** Expressing approval.

**Persuade:** Convince someone to adopt ideas, attitudes, or actions through reasoning or argument.

### PLATO’S RHETORIC AND VIEWS ON THE SOPHISTS

Greek philosopher Plato argued against the teaching of rhetoric and criticised the Sophists. Plato believed that the Sophists were dishonest and relied on persuasive ploys, rather than expert knowledge of the issues being addressed. He was also mentored by Socrates – who was known as the founder of philosophy – and held him in high esteem. Plato’s criticism of the Sophists was highlighted in his book *Gorgias*, where an imagined dialogue between Socrates and Sophists take place. Through this dialogue, the Sophists argue that rhetoric is not about educating people, but is a noble art form that allows intelligent people to gain power, wealth, status and fame. In response, Socrates argues that the Sophists act in their own interests, with rhetoric being a lust for power that leads to an unequal society.

#### Glossary:

**Philosophy:** The study of the nature of existence, knowledge, values, reason, mind, and language

**Philosopher:** A person who questions and studies the nature of existence, knowledge, values, reason, mind, and language.

**Esteem:** Respect and admiration.

### ARISTOTLE’S RHETORIC

Aristotle was a Greek philosopher and student of Plato, who explained that rhetoric is the art of seeing the available means of persuasion. Focusing on oration, Aristotle describe three genres of persuasive speech:

- Judicial rhetoric establishes facts and judgments about the past e.g. detectives at a crime scene.
- Demonstrative rhetoric makes an announcement about the present situation e.g. wedding speeches.
- Deliberative rhetoric accomplishes change and focuses on the future e.g. activists urging change present their audience with a possible future and try to enlist their help in avoiding or achieving it.

Aristotle was inspired by the beliefs of Plato and the Sophists, but did not fully believe in either of them. Instead he had combined both views along with his own to create 3 persuasive appeals. They are: Plato argued that rhetoric should rely on truth (*logos*), whilst the Sophists believed that manipulating emotions through speech (*pathos*) was essential. Aristotle believed that *logos* and *pathos* were important, but also added that speakers also needed to be credible and appear virtuous (*ethos*) in order to be persuasive.

#### Glossary:

**Persuasion:** The art of guiding another towards the adoption of ideas, attitudes, or actions through reasoning or argument.

**Oration:** a formal public speech on a serious subject matter.

**Credible:** The ability to be seen as trustworthy and believable by others. The more trustworthy you are, the more credible you are.

**Virtuous:** Having or showing high moral standards. This helps you present yourself as a morally good person.

## The History of Rhetoric

### RHETORIC IN THE MIDDLE AGES (POST ROMAN PERIOD)

Within the post-Roman period, rhetoric was largely limited to the writing of letters and sermons, but the verbal form picked up again through proselytizing. Despite being previously used as a political tool, rhetoric in the Middle Ages was used for religious purposes. It was believed that rhetoric should only be used to save the souls of the unconverted, and spread the Gospel more effectively to a large audience.

During the Renaissance period, rhetoric was also present within literature – particularly poetry. The Renaissance period in England was an absolute monarchy ruled by Queen Elizabeth, so poetry and drama were alternative means to use rhetoric. As many people could not speak out against the Queen, literature was a way to share personal views without making it too obvious. For example, Shakespeare used rhetoric in his texts and also wrote plays set in other countries that criticised the King or Queen.

#### Glossary:

**Middle Ages:** The period in European history from the collapse of Roman civilization in the 5th century C.E. ( Christian era) to the period of the Renaissance.

**Sermon:** A talk on a religious subject, especially one given during a church service and based on a passage from the Bible.

**Proselytizing:** The action of attempting to convert someone from one religion, belief, or opinion to another.

**Unconverted:** Not having changed to a new religion, belief, or opinion.

**Gospel:** The teaching of Jesus Christ.

**Renaissance:** A period (approx. 14<sup>th</sup> – 17<sup>th</sup> century) of European cultural, artistic, political and economic ‘rebirth’ following the Middle Ages.

**Absolute monarchy:** A state in which a monarch (a head of state, usually a King or Queen) holds the most authority, and it not restricted by laws, legislature, or customs.

### RHETORIC BETWEEN THE 18<sup>TH</sup> AND 20<sup>TH</sup> CENTURY

The beginning of the 18<sup>th</sup> century saw the re-emergence of democratic ideas throughout Europe and America. As a result, rhetoric was once again used as a political tool, with greater freedom of speech enabling people to use rhetoric to influence political decisions. During this period, rhetoric was used to campaign and spread messages about injustice, liberty and freedom. Furthermore, emphasis was placed on delivery and style, and how to effectively persuade an audience by speaking eloquently and accurately. The importance placed on rhetoric in society meant that both European and American universities began to devote entire departments to the study of rhetoric.

#### Glossary:

**Democratic:** Relating to or supporting democracy.

**Liberty:** The freedom to live your life in the way that you want, without interference from other people or the authorities.

**Eloquently:** In a fluent or persuasive manner that gives a strong, clear message.

### Rhetoric in the 21<sup>st</sup> century

At the end of the 20<sup>th</sup> century, society experienced a growth of media and continued to develop into the 21<sup>st</sup> century, and ultimately created an expansion of rhetoric. Media such as photographs, films, advertising, television and social media have all become powerful tools of persuasion. Rhetoric is now used widely within society and is available to anyone. It is no longer restricted for political or religious purposes. However, rhetoric can have negative connotations in the 21<sup>st</sup> century, and is often associated with politicians. Modern rhetoric is now studied and analysed, with a particular focus on the speaker or author.

#### Glossary:

**Connotation:** An idea or feeling which a word creates for a person in addition to its literal or primary meaning.

**Quintilian's Grand Style:**  
**Martin Luther King - I Have a Dream**

- Historical allusion to President Lincoln's Gettysburg address; Reference to American history; Ethos
- Knowledge, understanding, and appreciation of American history makes King a credible speaker.
- King hopes to gain the same level of respect and support as Lincoln; Encourages audience to trust King, as he shows gratitude and shares their values.

- Emotive language 'sadly crippled', 'manacles', 'chains'; Pathos.
- Repeated imagery of imprisonment; comparing racism to slavery; racism inflicts long-lasting pain.
- Evokes both shock and sympathy in the audience; Highlights that true freedom is yet to be achieved.

- Anaphora; Pathos
- Emphasis on the 'dream' that King hopes to become a reality; implies that society has the potential to be 'perfect', but there is much work to do to reach it.
- Emphasises the vision of racial progress; A memorable phrase designed to inspire the audience to join the cause.

Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree came as a great beckoning light of hope to millions of African American slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later we are still not free. One hundred years later the life of the African American is still sadly crippled by the manacles of segregation and the chains of discrimination...

...I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

- Emotive language; Metaphor.
- Inequality exists in Mississippi but can be changed; Lack of freedom is painful.
- Inspires the audience to be part of the transformation, and of an equal society.

- Antithesis; Pathos
- Imagery of light and dark suggests a long awaited change; joy and hope after a life imprisoned by racism/
- Audience will begin to understand the endless struggle and suffering experienced.

- Metaphor; Imagery; Pathos
- Creates an image of comfort, family and protection.
- King hopes that society will be able to protect one another, regardless of their race; implies that it is not too late to change society.

Key:

Black= Rhetorical device

Red= Link to Aristotle's appeal

Purple= Intended effect on the audience



**Quintilian's Forensic Style:**

***Margaret Thatcher - Conservative Party Conference 1980***

- Statistic; Ethos; Pathos; Logos
- Speaker demonstrates that she is knowledgeable; clear evidence to support her argument; a shocking figure for the audience to hear.
- Encourages the audience to trust Thatcher, and believe in what she has to say.

- Personal pronouns 'we' and 'our'; Pathos; Ethos.
- Suggests a unity between the government and the people; implies that Thatcher acts in the best interest of her people, and makes herself accountable for what they do.
- Audience will be more trusting of a speaker who is open and honest; Thatcher hopes to appear a reliable and credible speaker.

- Group of three; Pathos; Logos; Ethos.
- Examples evidence the argument; implies that Thatcher is working hard to make changes; suggests that Thatcher is a strong character who is fair, and values people.
- Audience are to believe that Thatcher is proactive, and acts in the interest of the people; She can be trusted because she has proven she can make 'crucial changes' that benefit others.

Under Geoffrey's stewardship, Britain has repaid \$3,600m of international debt, debt which had been run up by our predecessors. And we paid quite a lot of it before it was due. In the past 12 months Geoffrey has abolished exchange controls over which British governments have dithered for decades. Our great enterprises are now free to seek opportunities overseas ... We have made the first crucial changes in trade union law to remove the worst abuses of the closed shop, to restrict picketing to the place of work of the parties in dispute, and to encourage secret ballots.

Jim Prior has carried all these measures through with the support of the vast majority of trade union members ... British Aerospace will soon be open to private investment. The monopoly of the Post Office and British Telecommunications is being diminished. The barriers to private generation of electricity for sale have been lifted. For the first time nationalised industries and public utilities can be investigated by the monopolies commission - a long overdue reform ...

Michael Heseltine has given to millions - yes, millions - of council tenants the right to buy their own homes. It was Anthony Eden who chose for us the goal of "a property-owning democracy". But for all the time that I have been in public affairs, that has been beyond the reach of so many, who were denied the right to the most basic ownership of all - the homes in which they live. They wanted to buy. Many could afford to buy. But they happened to live under the jurisdiction of a socialist council, which would not sell and did not believe in the independence that comes with ownership. Now Michael Heseltine has given them the chance to turn a dream into reality. And all this and a lot more in 17 months.

- Factual information used throughout; Logos.
- Used to reiterate Thatcher's knowledge of her subject matter; Thatcher speaks with confidence expected from a leader; facts are used to support.
- Using evidence enforces that she is an authoritative figure who is fully in control of her party.

- References to other politicians within Thatcher's cabinet; Logos; Ethos.
- Reinforces a sense of unity and consistency within Conservative party; Thatcher seems humble, and acknowledges the work of others in the past and present.
- Audience will believe that the Conservative Party share a vision and work together tirelessly for a better country.

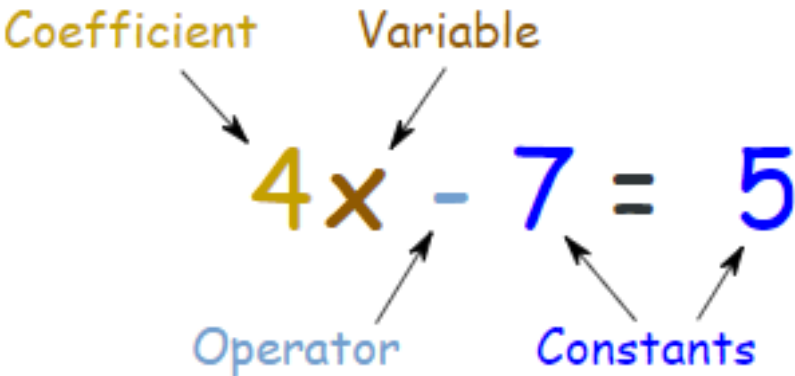
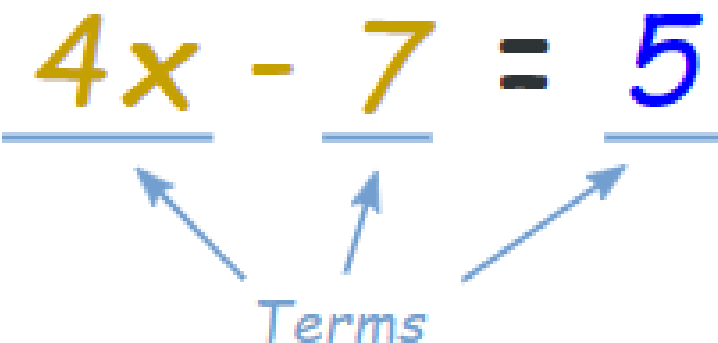

- Emotive language; Pathos.
- Thatcher's government helps the unimaginable become real; they have the power to improve peoples' lives.
- Inspiring for the audience, and invites them to become a part of the continued change that will follow.

- Recalls her political experience; Ethos.
- Implies that Thatcher understands where changes needed to be made due to first-hand experience.
- Audience trust a speaker who is experienced, and use this to inform the decisions they make; Thatcher is highlighting that she is the best person for the role.


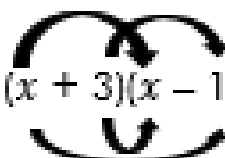
**Word Bank:**

Word	Definition



Key Term	Definition/Examples
Parts of an Equation	<div><p><i>Coefficient</i>      <i>Variable</i></p><p><i>Operator</i>      <i>Constants</i></p></div> <ul style="list-style-type: none"><li>• A <b>Variable</b> is a symbol for a number we don't know yet. It is usually a letter like <math>x</math> or <math>y</math>.</li><li>• A number on its own is called a <b>Constant</b>.</li><li>• A <b>Coefficient</b> is a number used to multiply a variable (<math>4x</math> means <b>4</b> times <math>x</math>, so <b>4</b> is a coefficient).</li></ul>
Term	<p>In Algebra a <b>term</b> is either a single number or variable, or numbers and variables multiplied together.</p> <div></div> <p>Terms are separated by <math>+</math> or <math>-</math> signs.</p>
Expression	<div><p><i>Expression</i></p></div> <p>An <b>expression</b> is a group of <b>terms</b>. An expression does <b>not</b> contain an equals sign.</p>
Identity	<p>An equation that is true no matter what values are chosen.</p> <p>The symbol used for identity is <math>\equiv</math>.</p>
Substitution	<p>Numbers can be substituted into an algebraic expression by replacing an unknown with a value.</p> <p>For example, when <math>x = 2</math>, the value of the <math>4x + 7</math> is <math>4(2) + 7 = 15</math>.</p>

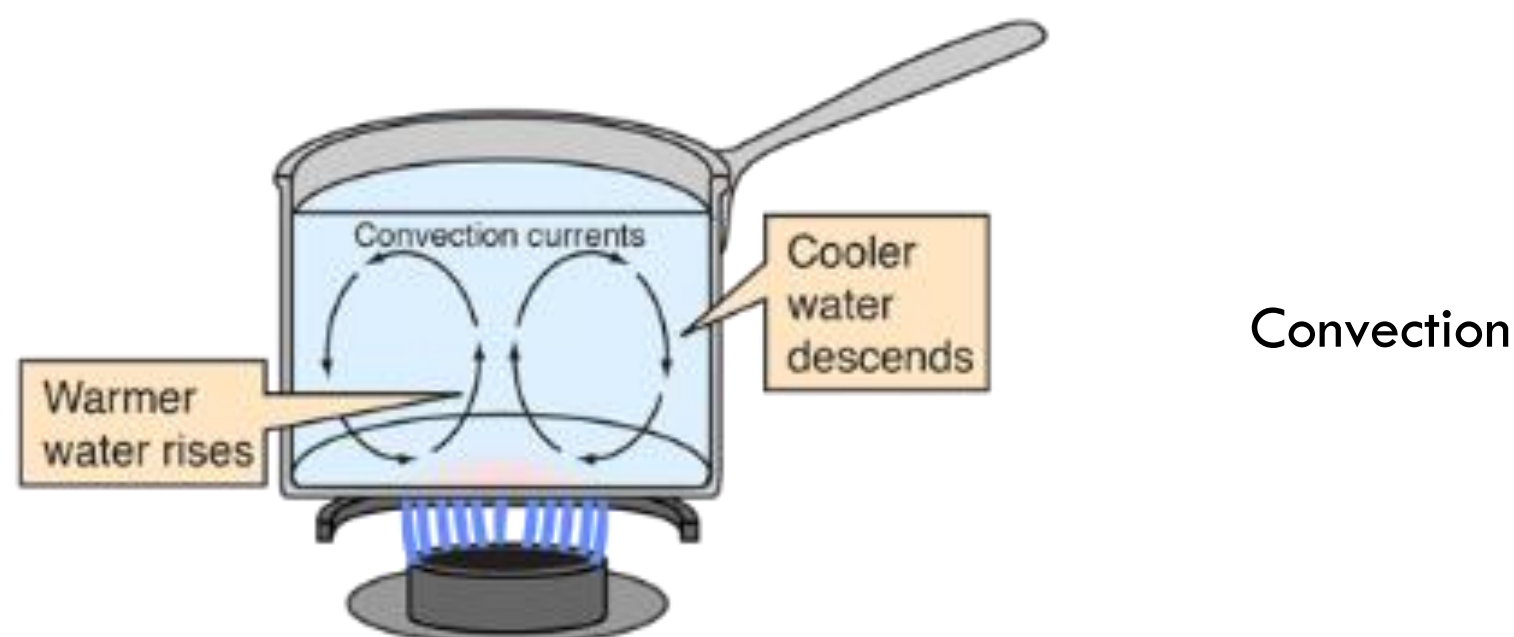
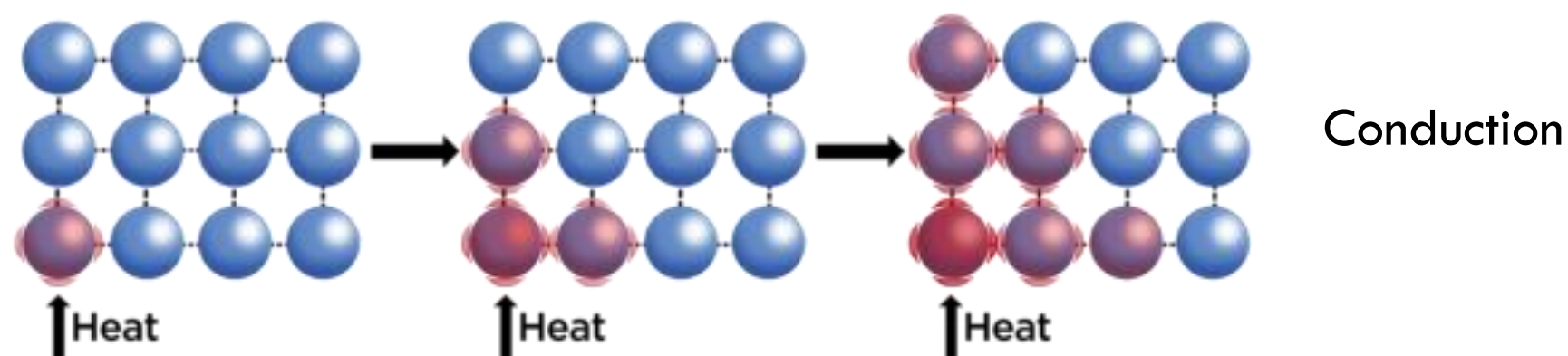
Key Term	Definition/Examples
Function Machines	<p>A function machine is a way of writing rules using a flow diagram:</p> <p><b>Input</b> → <math>\boxed{\times 4}</math> → <math>\boxed{+ 2}</math> → <b>Output</b></p> <p>E.g. What is the output if the input is 5?</p> <p><b>5</b> → <math>\boxed{\times 4}</math> → <math>\boxed{+ 2}</math> → <b>22</b></p>
Collecting Like-Terms	<p>Any term containing the same variable can be combined by adding and subtracting.</p> <p>E.g.</p> $\begin{aligned} 3x + 3y + 5x + 4y - x \\ 3x + 5x - x + 3y + 4y \\ = 7x + 7y \end{aligned}$
Forming Expressions	<p>Algebraic expressions can be formed depending on information provided.</p> <p>E.g. Pens are sold in packs of 6 and rulers are sold in boxes of 10. A teacher buys <b>p</b> packs of pens and <b>r</b> boxes of rulers. Write an expression for the total number of pens and rulers bought.</p> <p>Total number of pens = <math>6 \times p</math> Total number of rulers = <math>10 \times r</math></p> <p>Therefore, the expression for the <b>total</b> number of pens and rulers bought will be:</p> $6p + 10r$
Forming Equations	<p>An equation is when an expression equates to another expression.</p> <p>E.g. The teacher spent £12 on pens and rulers (previous example).</p> <p>This results in the following equation:</p> $6p + 10r = \text{£}12$

Key Term	Definition/Examples									
Multiplying Terms	<p>Algebraic terms can be multiplied in the same way as numbers.</p> $2 \times a = 2a$ $a \times a = a^2$ <p>Remember that <math>2a</math> is not the same as <math>a^2</math>.</p>									
Dividing Terms	<p>Algebraic terms can be divided in the same way as numbers and represented as a fraction.</p> $2 \div a = \frac{2}{a}$ $a \div 2 = \frac{a}{2}$									
Expanding and Simplifying Two Single Brackets	<p>The number outside the bracket is multiplied by everything inside the bracket.</p>  $2(x + 5) + 3(x - 2)$ $= 2x + 10 + 3x - 6$									
Factorise Single Brackets	<p>Take out the highest common factor from each term.</p> <p>E.g. <math>15x + 5</math></p> <p>The HCF of each term is 5. Divide each term by the HCF, then place the 5 outside the bracket and the other terms inside:</p> $5(3x + 1)$									
Expanding Double Brackets	<p>When multiplying out double brackets everything inside one bracket is multiplied by everything inside the other.</p> <p>E.g. Expand <math>(x + 3)(x - 1)</math></p> <p>Grid method is the most reliable method:</p> <table><tr><td></td><td><math>x</math></td><td><math>+3</math></td></tr><tr><td><math>x</math></td><td><math>x^2</math></td><td><math>+3x</math></td></tr><tr><td><math>-1</math></td><td><math>-x</math></td><td><math>-3</math></td></tr></table> $= x^2 - 1x + 3x - 3$ <p>FOIL (First, Outer, Inner, Last)</p>  $(x + 3)(x - 1) = x^2 - 1x + 3x - 3$ $= x^2 + 2x - 3$ <p>When simplified the answer is:</p> $x^2 + 2x - 3$		$x$	$+3$	$x$	$x^2$	$+3x$	$-1$	$-x$	$-3$
	$x$	$+3$								
$x$	$x^2$	$+3x$								
$-1$	$-x$	$-3$								

Key Word	Definition
<b>Periodic Table</b>	The periodic table shows all of the elements that have been discovered. An element is made up of just one type of atom. For example, carbon is made up entirely of carbon atoms and oxygen is made up of nothing but oxygen atoms. Carbon dioxide is not in the periodic table because it is made up of carbon and oxygen atoms bonded together.
<b>Group</b>	A column in the periodic table containing elements with similar properties. For example, the alkali metals in group one all react violently with water. The noble gases in group 0 are very unreactive.
<b>Period</b>	A row in the periodic table.
<b>Element</b>	A substance made up of only one type of atom.
<b>Atom</b>	The smallest particle of a chemical element that can exist.
<b>Bond</b>	A force of attraction that holds atoms or ions together.
<b>Compound</b>	A substance made up of two or more different types of atom bonded together.
<b>Ion</b>	An atom that has either lost or gained electrons.
<b>Ionic Bond</b>	This is where one atom gives an electron to the other atom so that they both have a full outer shell. Each atom is now an ion (because it has either lost or gained an electron) and the two atoms are bonded together, hence the name <i>ionic bond</i> .

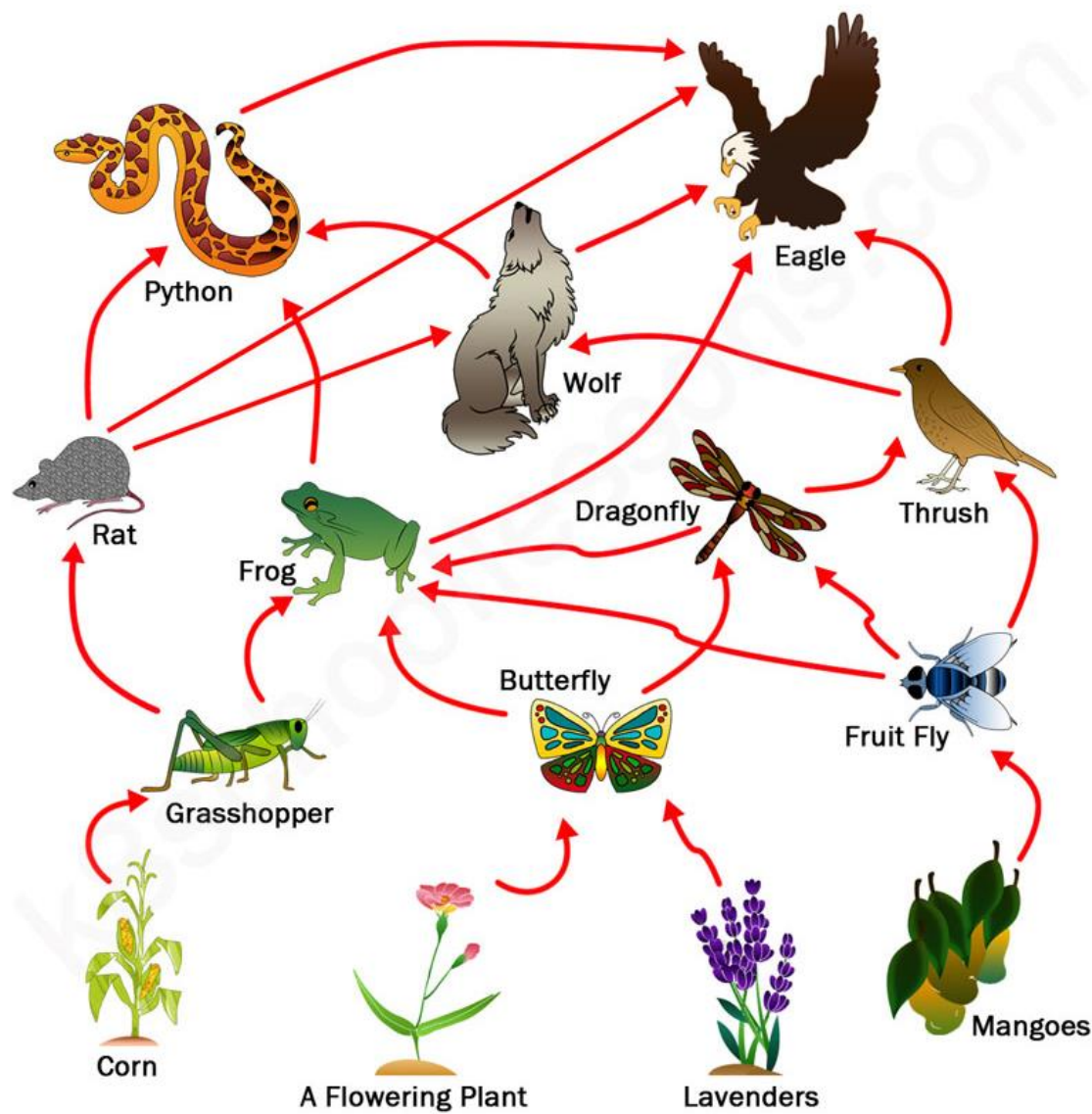
# Quest for Knowledge – Assessment Cycle One – Science

## Thermal Energy Transfer



Key Word	Definition
<b>Conduction</b>	Conduction is when the particles in an object are heated. They start to vibrate more and collide with other nearby particles. This gives more energy to the nearby particles and the heat energy is passed from one end to the other. [see diagram].
<b>Convection</b>	Convection is when particles in a liquid or gas are heated and start to spread out because they have more energy. This makes them less dense and they rise up and are replaced by particles with less energy [see diagram].
<b>Radiation</b>	Radiation is when heat energy is transferred by a wave of energy; it does not require particles to transfer the energy. As a result, radiation is the only way heat energy can be transferred through space as there are no particles to allow conduction or convection to happen.
<b>Insulator</b>	A material that reduces the transfer of heat energy.
<b>Conductor</b>	A material that easily transfers heat energy from one place to another.





Food Webs

A food web shows all of the organisms (plants and animals) in an ecosystem and it shows what eats what. The arrows point in the direction of energy flow: a flowering plant gets its energy from the sun; a butterfly eats the plant to get its energy; the frog gets its energy by eating the butterfly and is then eaten by the python.

A food chain shows a feeding relationship (who eats what).

**Corn → Grasshopper → Frog → Python**

Key Word	Definition
Photosynthesis	When a plant takes in carbon dioxide from the atmosphere and releases oxygen.
Producer	At the bottom of the food chain. They store energy from the sun.
Herbivore	Animals that eat only plants.
Consumer	An animal that eats another organism (plants or animals).
Primary Consumer	An animal that eats producers only.
Secondary Consumer	An animal that eats primary consumers.
Carnivore	An animal that eats only animals and not plants.
Omnivore	Eats both plants and animals.


Overtime, organisms become adapted to suit their environment. Look at the adaptations of the polar bear. Think about other organisms and how they are adapted to their environment (e.g. cactus; camel; monkey; humans; shark).

A thick layer of fat under their skin to stay warm in very cold temperatures.

Small ears reduces heat loss.

Large feet to spread their weight across the ice.

Thick white fur helps them to camouflage as well as helping to keep them warm.



Sharp claws and teeth for catching and eating prey.

Key Word	Definition
<b>Adaptation</b>	When an organism changes over time to suit a specific environment.
<b>Competition</b>	When organisms in an ecosystem are both competing for the same resources.
<b>Niche</b>	A particular place or role occupied by an organism within an ecosystem.
<b>Evolution</b>	Gradual changes in species of organisms over very long time periods.
<b>Survival of the Fittest</b>	Individuals that are poorly adapted to their environment are less likely to survive and reproduce. This means that their genes are less likely to be passed on to the next generation. Given enough time, a species will gradually evolve.
<b>Natural Selection</b>	Natural Selection is the process by which those animals that are <b>better adapted</b> to their environment are <b>more likely</b> to survive for long enough to reproduce. Therefore, those traits get passed on to the next generation and the less desirable traits die out.

# Quest for Knowledge – Assessment Cycle One – Science

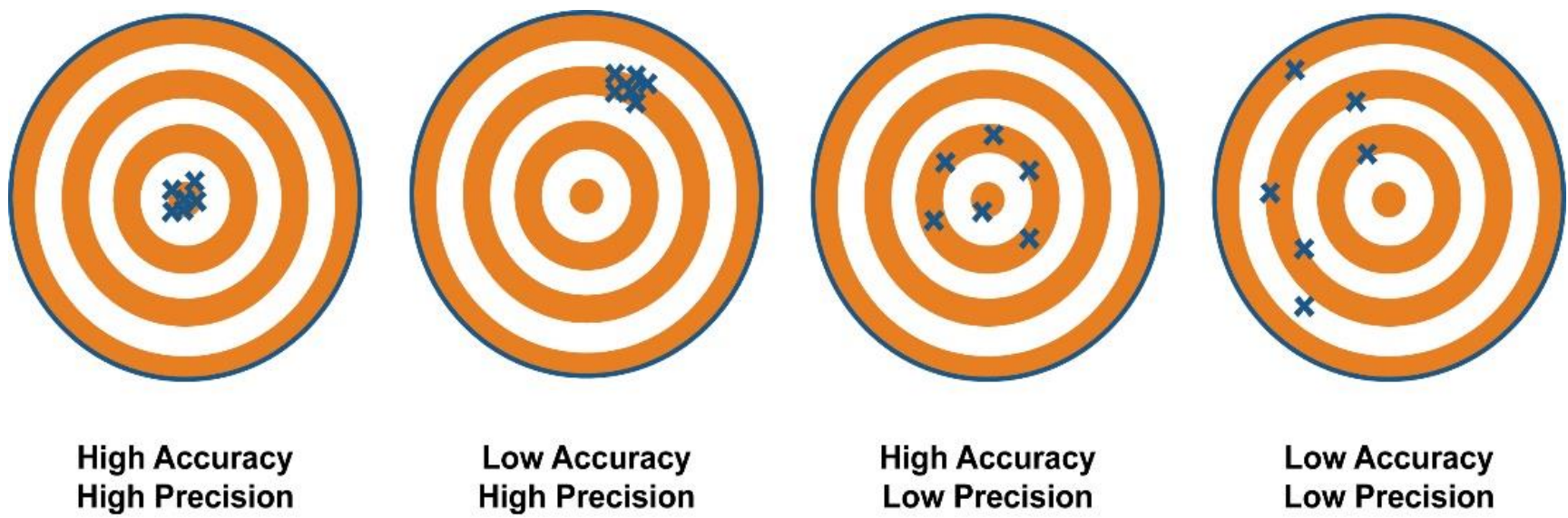
## Working Scientifically

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.





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	<b>Accuracy</b> 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.



### 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).

# The Periodic Table

\* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for Cu and Cl have not been rounded to the nearest whole number.



<u>Sources Analysis</u>		
Use the acronym <b>SNOP</b> to remember how to evaluate sources – <b>Source Content, Nature, Origin, Purpose</b> .		
<b>Source Content</b>		The words and images in the source itself.
<b>Provenance</b>	<b>Nature</b>	What type of source is it? (e.g. newspaper, diary entry, photograph)
	<b>Origin</b>	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>
	<b>Purpose</b>	Why was the source produced? What effect was it meant to have on the reader/audience?
<b>Reliability</b>		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.
<b>Typicality</b>		if a source is typical then it is similar to other sources from the same time.
<b>Objectivity</b>		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 Content** – Describe what you can see in the source. If it's a text source, use a quote.

**Nature (type of source)**

**Origin (who, when, where)**

**Source B: A mural for Oliver Cromwell on Shankill Parade in West Belfast, Northern Ireland. This mural was painted in 2002.**

**Purpose** – To criticise Cromwell

### **Cycle One Timeline**

<b><u>Law/Event</u></b>	<b><u>Date</u></b>	<b><u>Meaning</u></b>
<b>King James I</b>	<b>1603-1625</b>	As Elizabeth I died without children, the crown passed to her cousin, James IV of Scotland, who became James I of England.
<b>Hampton Court Conference</b>	<b>1604</b>	A religious debate, led by James I, which demonstrated the arguments that would lead to civil war.
<b>Gunpowder Plot</b>	<b>1605</b>	Failed attempt to assassinate James I and Parliament by Catholics.
<b>Royal Charter</b>	<b>1606</b>	James I grants a royal charter to the Virgin Company to establish a settlement in the New World.
<b>Jamestown Colony</b>	<b>1607</b>	The Jamestown colony in Virginia (today the Eastern coast of USA) is founded and settled by English colonists.
<b>First Anglo-Powhatan War</b>	<b>1610-1613</b>	A war breaks out between the native tribes and the English settlers in Jamestown.
<b>Thirty Years' War</b>	<b>1618-1648</b>	Devastating pan-European conflict between Catholic and Protestant powers. English involvement hugely increased the monarchy's need for money.
<b>King Charles I</b>	<b>1625-1649</b>	The son of James I, his reign saw the country engulfed in civil war, and he was eventually beheaded in 1649.
<b>Petition of Right</b>	<b>1628</b>	Statement of the rights of Parliament made against what were seen as the abuses of Charles I
<b>11 Years' Tyranny</b>	<b>1629-1640</b>	Also known as the Personal Rule, during this period Charles I ruled without Parliament.
<b>Ship Tax</b>	<b>1634</b>	In April 1634, Charles I introduced an unpopular tax across England.
<b>Grand Remonstrance</b>	<b>1641</b>	Long list of 204 separate objections to the rule of Charles I, passed by Parliament.
<b>Execution of the Earl of Stafford</b>	<b>12<sup>th</sup> May 1641</b>	Parliament order the execution of Thomas Wentworth, the Earl of Stafford, a close friend of Charles.
<b>Charles storms Parliament.</b>	<b>4<sup>th</sup> January 1642</b>	Charles stormed Parliament in the hope he could arrest 5 MPs that had criticised him.
<b>1642-1651</b>	<b>English Civil War</b>	War between Royalist and Parliamentary forces, eventually won by Parliament.

<b><u>Cycle One Timeline</u></b>		
<b><u>Law/Event</u></b>	<b><u>Date</u></b>	<b><u>Meaning</u></b>
<b>The Battle of Edgehill</b>	<b>1642</b>	The Battle of Edgehill was the first main battle of the English Civil War. The battle ended with no obvious winner or loser – but both sides said they had won.
<b>The Battle of Birmingham (AKA Battle of Camp Hill)</b>	<b>4<sup>th</sup> April 1643</b>	Prince Rupert (Royalist) attacked an unfortified town in the now-Birmingham area and burned many houses. This increased anti-Royalist sentiment.
<b>The Battle of Marston Moor</b>	<b>1644</b>	The Roundheads had won the battle, which meant that the King and the Cavaliers lost a lot of their power in the North of England.
<b>New Model Army</b>	<b>1645 (February)</b>	The New Model Army was created. The soldiers were well trained, efficient, disciplined and well equipped.
<b>The Battle of Naseby</b>	<b>1645 (June)</b>	The battle started at 10.00am when Prince Rupert attacked the Roundhead horsemen commanded by Henry Ireton. The Roundheads won the battle, it was one of the most important victories in the Civil war.
<b>Trial and Execution of Charles I</b>	<b>1649 (January)</b>	Charles I's trial for treason and tyranny began on 20 <sup>th</sup> January, 1649. He was found guilty on 27 <sup>th</sup> January, and executed three days later.
<b>Lord Protector</b>	<b>1653 (December)</b>	Cromwell became Lord Protector. He ruled with the Council of State, advisers chosen by him.
<b>Interregnum</b>	<b>1649-1660</b>	Literally 'between the reigns', the period when Britain was ruled as a republic, under Cromwell's Commonwealth.
<b>Restoration</b>	<b>1660</b>	The reintroduction of the monarchy, following the interregnum.
<b>Charles II</b>	<b>1660-1685</b>	King of England following the Restoration, and son of the executed Charles I.
<b>James II</b>	<b>1685-89</b>	King of England and brother of Charles II, the Catholic James was removed as king during the Glorious Revolution.
<b>Glorious Revolution</b>	<b>1688-89</b>	The removal of the James II and his replacement with the William and Mary, securing the place of Protestantism in England, and shifting power from monarch to Parliament.
<b>Bill of Rights</b>	<b>1689</b>	Law recognising the rights of Parliament and limiting the power of the King.
<b>William and Mary</b>	<b>1689-1694</b>	Joint monarchs of England, following the removal of James II.



<b>Week 1</b>	
<b>Key Words</b>	<b>Description</b>
<b>Cause and consequence</b>	A key idea in history. Causes are the different things that make something happen. Religion, power and money were all causes of the Civil War. They made it happen. The consequence is the thing that then happens. The Civil War was a consequence of different causes.
<b>Civil War</b>	A war fought by different sides from the same country. The English Civil War saw the supporters of King Charles I (Royalists or Cavaliers) fight with forces from Parliament (Parliamentarians or Roundheads).
<b>Monarchy</b>	Ruling a country with kings and queens. James I and Charles I were strong believers in the Divine Right of Kings – the idea that monarchs' power came from God.
<b>Parliament</b>	Made up of the House of Commons and the House of Lords. The Lords came from the richest and most powerful families in the country, and tended to side with the King. The Commons were elected by (some) of the people of England, and wanted more power for Parliament.
<b>Catholics</b>	Followers of the Roman Catholic Church, led by the Pope. Henry VIII split from the Catholic Church and set up the Church of England, as part of the Protestant Reformation.
<b>Arminians</b>	A section of the Church of England seen by their enemies as being too close to 'Popery' and the Roman Catholics.
<b>Puritans</b>	Hard-line Protestants, opposed to anything they saw as 'Popery'.
<b>Ship Tax</b>	An unpopular tax introduced in April 1634. Commonly, only people who lived by the coast were required to pay ship tax, but in order to get money, Charles made everyone in England pay it.
<b>Execution of Stafford</b>	Parliament had the earl of Stafford executed. He was a close friend of Charles.
<b>4<sup>th</sup> January 1642</b>	Charles stormed Parliament in the hope he could arrest 5 MPs that had criticised him.

<b>Week 2</b>	
<b>Key Words</b>	<b>Description</b>
<b>Roundheads / Parliamentarians</b>	A supporter of Parliament in the English Civil War.
<b>Cavaliers / Royalists</b>	A supporter of King Charles I in the English Civil War.
<b>Gentry</b>	People of good social position, the class of people below the nobility in position and birth.
<b>Merchant</b>	A person involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade.
<b>Musket</b>	An infantryman's light gun with a long barrel, typically smooth-bored and fired from the shoulder.
<b>Pike</b>	One of the most commonly used weapons on the Civil War battlefield. The pike was a long, wooden shaft with a steel point on the end.
<b>New Model Army</b>	The New Model Army was created in February 1645 by Parliament as it felt that a professional army would be more successful against the King's army.
<b>Cavalry</b>	Soldiers who fought on horseback.
<b>1642</b>	The Battle of Edgehill was fought on October 23 <sup>rd</sup> 1642. The battle ended with no obvious winner or loser – but both sides said they had won.
<b>12,000</b>	The number of infantry men fighting for the Roundhead army at the Battle of Edgehill. (They also has 2,000 men on horses (cavalry) and about 30 cannons (artillery).
<b>1645</b>	The Battle of Naseby was fought on June 14 <sup>th</sup> , 1645. The Roundheads won the battle.



<b>Week 3</b>	
<b>Key Words</b>	<b>Description</b>
<b>Heresy</b>	Belief or opinion contrary to orthodox religious (especially Christian) doctrine.
<b>Witchfinder General</b>	A man called Matthew Hopkins, sent to deal with the problem of witches. He had 68 people put to death in Bury St. Edmunds alone, and 19 hanged at Chelmsford in a single day.
<b>300</b>	The number of women who the Witchfinder General put to death in the years 1644 to 1646.
<b>1647</b>	In 1647, Hopkins wrote a short pamphlet detailing his witch-hunting methods: 'The Discovery of Witches'.
<b>Witchcraft</b>	The practice of magic, especially black magic; the use of spells.
<b>Diabolical</b>	Characteristic of the Devil, or so evil as to be suggestive of the Devil.
<b>Pendle Witches</b>	Pendle witches in 1612 are among the most famous witch trials in English history. The twelve accused lived in the area surrounding Pendle Hill in Lancashire, and were charged with the murders of ten people by the use of witchcraft.
<b>Salem Trials</b>	The Salem witch trials were a series of hearings and prosecutions of people accused of witchcraft in colonial Massachusetts between February 1692 and May 1693.
<b>30</b>	Out of the two hundred people who were accused during the Salem Trials, thirty were found guilty.
<b>Daemonologie</b>	A book written and published in 1597 by King James VI of Scotland which explained the way the devil operated in the world.

<b>Week 4</b>	
<b>Key Words</b>	<b>Description</b>
<b>20<sup>th</sup> January 1649</b>	Trial of Charles I begins, on charges of tyranny and treason.
<b>Tyranny</b>	A ruler who does not consider themselves to be bound by the law, acting in a cruel or oppressive way.
<b>Treason</b>	Betraying or threatening your country. Accusing Charles of treason was complicated, as it was normally understood at the time as betraying or threatening the king, who of course was Charles himself.
<b>High Court of Justice</b>	The court established by the House of Commons to put the King on trial. Although it was never properly established in law, as the House of Lords and the King refused to agree, the Commons proceeded.
<b>President of the Court</b>	The individual in charge of the High Court of Justice, John Bradshaw. So dangerous did he consider his role, that Bradshaw wore armour under his clothes and a bullet-proof hat!
<b>27<sup>th</sup> January 1649</b>	High Court of Justice finds Charles I guilty.
<b>59</b>	The number of people who signed Charles' death warrant. Many of these faced trial and execution themselves, once the Monarchy was restored in 1660. others, including Cromwell and Bradshaw, had their bodies exhumed (dug up) and were displayed as traitors.
<b>30<sup>th</sup> January 1649</b>	Charles I executed, by public beheading.
<b>Last Words</b>	The final words someone says before dying. Charles' final words were "I go from a corruptible to an incorruptible crown; where no disturbance can be, no disturbance in the world", indicating that he believed he would go to Heaven, and be recognised there as a king.
<b>Martyr</b>	Someone who dies because of their beliefs. Many supporters of the monarchy regarded Charles as a martyr, who was wrongly killed.

<b>Week 5</b>	
<b>Key Words</b>	<b>Description</b>
<b>Lord Protector</b>	The title given to Oliver Cromwell when he was made the head of state.
<b>Puritan</b>	A member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.
<b>Siege</b>	A military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender.
<b>Republic</b>	a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.
<b>Abolished</b>	To formally put an end to something.
<b>1649</b>	Oliver Cromwell massacred thousands of Catholics in Ireland – especially at the Siege of Drogheda in 1649.
<b>12,000</b>	The number of soldiers in Oliver Cromwell's army in Ireland.
<b>300</b>	The number of soldiers who accompanied Sir Arthur Aston at the Siege of Drogheda.
<b>Plunder / Pillage</b>	To steal goods from (a place or person), typically using force and in a time of war or civil disorder.
<b>59%</b>	The percentage of land owned by Catholics in Ireland before the English Civil War.
<b>22%</b>	The percentage of land owned by Catholics in Ireland by the time Cromwell left in 1650.

<b>Week 6</b>	
<b>Key Words</b>	<b>Description</b>
<b>Settlement</b>	A place, usually uninhabited, where people erect buildings and aim to live there permanently.
<b>Colonist</b>	Someone who travels to another country in order to take land and live there.
<b>Roanoke</b>	The first English settlement in America, established in 1587, it had failed and was deserted by 1590.
<b>Jamestown</b>	The second English settlement attempted in America.
<b>15,000</b>	Approximate number of natives that lived in the area around Jamestown. Most of these were Algonquian tribes.
<b>1606</b>	James I gives a royal charter to the Virginia Company to establish a settlement in the New World.
<b>1607</b>	100 settlers, led by John Smith, arrive in Jamestown.
<b>Chief Powhatan</b>	Leader of the native tribes around Jamestown and father to Pocahontas.
<b>The Starving Time</b>	Name given to the winter of 1607 where supplies were very low and a bad harvest meant people were starving.
<b>1610-1613</b>	The first official war between the English settlers and the Powhatans. It was called the First Anglo-Powhatan War.
<b>1.5 million</b>	Amount of pounds (weight, not currency) of tobacco that was traded from Jamestown each year.

<b>Week 8</b>	
<b>Key Words</b>	<b>Description</b>
<b>Glorious Revolution</b>	The removal of the Catholic King James II and his replacement with the Protestant William and Mary, between 1688-89. The Revolution (great social change) secured the place of Protestantism in England, and shifted power from the monarch to Parliament.
<b>James II</b>	King of England, 1685-1689. Son of Charles I and brother of Charles II, James was openly Catholic. However, after James the throne was due to pass to his Protestant daughters, Mary and Anne. When James's son was born in 1688, the prospect of a Catholic dynasty came into view, and a crisis was triggered.
<b>William and Mary</b>	Joint monarchs from 1689. William III, also known as William of Orange, was in effect the leader of the Protestant Netherlands, and Mary II, his wife, was the Protestant daughter of James II.
<b>Test Acts</b>	A series of laws protecting Anglican (Church of England) Protestantism as the religion of England, and limiting the rights of non-Anglicans, including Roman Catholics.
<b>November 1688</b>	William of Orange invades England with 14,000 troops, to take the throne from his father in law, James II.
<b>Great Seal</b>	The symbol of royal authority. On fleeing in the face of William's army, James threw the Great Seal into the River Thames, an act which was seen as evidence of him abdicating (giving up the throne).
<b>Bill of Rights</b>	Passed in 1689, the Bill of Rights set limits on the powers of the monarchy in England, and secured the rights of Parliament, including free and regular elections, and no taxation without Parliament's agreement. In effect, the Bill of Rights settled the seventeenth century struggles between Parliament and the King, in favour of Parliament.
<b>Battle of the Boyne</b>	A battle in Ireland in 1690, where the Protestant forces of William III defeated James II, and put to an end James' attempts to regain the throne. The Battle is still controversial in Northern Ireland today, as a symbol of the Protestant defeat of Catholicism.



<b>Week 9</b>	
<b>Key Words</b>	<b>Description</b>
<b>5,500</b>	Population of Birmingham in 1660.
<b>Parliamentary Support</b>	Most Birmingham residents were supporters of Parliament during the Civil War.
<b>Blade Mills</b>	Local Blade mills produced weapons for the Parliamentary forces.
<b>15,000</b>	Number of swords produced by Robert Porter's Mill for Lord Essex (Parliamentary Commander).
<b>4<sup>th</sup> April 1643</b>	Battle of Birmingham (also known as the Battle of Camp Hill).
<b>Prince Rupert</b>	Leader of the Royalist Forces in Birmingham.
<b>1,900 men</b>	Number of soldiers accompanying Rupert.
<b>200 men</b>	Number of Parliamentary supporters defending the town.
<b>80 houses</b>	Number of houses burned as a result of the Battle of Birmingham.
<b>400 people</b>	Number of people made homeless due to the Battle of Birmingham.

How are the natural world and people interconnected?

Week 1	
Key Terms	Description
<b>Ecosystem</b>	A community of plants and animals within the environment in which they live.
<b>Biotic</b>	Living things, e.g. plants and animals.
<b>Abiotic</b>	Non-living things e.g. soil and climate.
<b>Nutrient Cycle</b>	How nutrients are stored and flow in an ecosystem.
<b>Producer</b>	An organism that uses sunlight to produce food.
<b>Consumer</b>	An organism that gets energy by eating producers or other consumers.
<b>Decomposer</b>	An organism that gets its energy by breaking down dead matter.
<b>Interdependence</b>	When each part of the ecosystem depends on others.
<b>Food Chains/Webs</b>	The interaction between producers, consumers and decomposers within an ecosystem.
<b>Photosynthesis</b>	A process by which green plants turn sunlight into plant growth.

Week 2	
Key Terms	Description
<b>Coral Reefs</b>	An animal that grows underwater, 30 degrees north and south of the equator.
<b>Temperate Forest</b>	A forest area found in the mid-latitudes, between the tropics and polar regions.
<b>Tropical Rainforest</b>	These are found near the equator where it is hot and wet.
<b>Polar</b>	An area of land found around the north and south pole.
<b>Hot Deserts</b>	These are areas found between 20 degrees and 30 degrees north and south of the equator where it is hot, dry and cloud free.
<b>Savanah Grassland</b>	Grasslands found between the Tropic of Cancer and the Tropic of Capricorn.
<b>Temperate Grasslands</b>	These are areas found between 40 degrees and 60 degrees north and south of the equator where summers are hot and winters are cold.
<b>Deciduous Forest</b>	Forests that have broad-leaved trees that drop their leaves in autumn.
<b>Coniferous Forest</b>	Forests that have trees that keep their leaves all year around. They are known as evergreens.
<b>Nocturnal</b>	Active only at night.

How are the natural world and people interconnected?

Week 3	
Key Terms	Description
<b>Chemical Weathering</b>	The decomposition of rock caused by chemical change within that rock.
<b>Humus</b>	The organic component of soil.
<b>Leaching</b>	The loss of water-soluble plant nutrients from the soil.
<b>Bedrock</b>	The substructure composed of hard rock exposed or buried at the surface.
<b>Epiphytes</b>	Plants that have adapted to live on other plants.
<b>Lianas</b>	A long stemmed woody vine that is rooted in the ground and uses trees to climb up to the canopy layer of the forest.
<b>Emergent Layer</b>	Trees whose tops poke up above the rainforest canopy layer.
<b>Canopy</b>	A dense layer of vegetation below the emergent layer. Sunlight is blocked and provides shade to the plants below it.
<b>Under-canopy</b>	A layer above the forest floor. And in the gap before the canopy.
<b>Forest floor</b>	The ground level of a tropical rainforest.

Week 4	
Key Terms	Description
<b>Arctic</b>	A polar region located at the northernmost part of the Earth.
<b>Antarctic</b>	A polar region located at the southernmost part of the Earth.
<b>Antarctica</b>	The southernmost continent and site of the South Pole.
<b>Tundra</b>	These are areas found just below the poles and have very little rain. Summers are short, winters are long and cold, and the ground is generally frozen.
<b>Arctic Circle</b>	One of the two polar circles and the most northerly of the five major circles of latitude as shown on maps of the Earth.
<b>Permafrost</b>	Permanently frozen ground, found in polar and tundra regions.
<b>Tourism</b>	Travel for pleasure or business.
<b>Indigenous People</b>	People who originally lived in an area, especially before the arrival of settlers.
<b>Mineral Extraction</b>	Removal of solid mineral resources from the Earth. These can be from under the sea.
<b>Whaling</b>	The hunting of whales for their usable products such as meat and blubber.

How are the natural world and people interconnected?

<b>Week 5</b>	
<b>Key Terms</b>	<b>Description</b>
<b>Climate Change</b>	A long term change in the Earth's climate, especially with increased temperatures.
<b>Ice Cores</b>	Cylinders of ice drilled out of an ice sheet or glacier.
<b>Tree Rings</b>	Patterns found in the core of trees that provide clues about climatic conditions of the past.
<b>Quaternary Period</b>	The last 2.6 million years.
<b>Interglacial Periods</b>	The warm period between glacial periods.
<b>Glacial-Interglacial Cycles</b>	Alternating cold (glacial) and warm (inter-glacial) periods experienced over the last 400,000 years.
<b>Global Warming</b>	A gradual increase in the overall temperature of the Earth's atmosphere caused by increased levels of carbon dioxide.
<b>Milankovitch Cycles</b>	Three distinct cycles in the Earth's orbit that affect changes in climate.
<b>Sun Spots</b>	A dark patch that appears on the sun and is an increase in solar activity.
<b>Solar Flares</b>	A sudden explosion of magnetic energy released by the sun.

<b>Week 6</b>
*** Revise from you revision material for your Cycle 1 assessment next week. ***

<b>Week 7</b>	
<b>Key Terms</b>	<b>Description</b>
<b>Greenhouse Effect</b>	This is the process of radiation from the sun being trapped by greenhouse gases in the atmosphere, warming the Earth.
<b>Greenhouse Gases</b>	A gas that absorbs the long term radiation given off by the Earth.
<b>Carbon Dioxide</b>	A chemical compound composed of one carbon and two oxygen atoms.
<b>Methane</b>	A greenhouse gas, often produced by cattle.
<b>Enhanced Greenhouse Effect</b>	Greenhouse gases caused by the burning of fossil fuels; intense farming methods; deforestation and population.
<b>Fossil Fuels</b>	A natural resource that formed in the past from the remains of living organisms.
<b>Agriculture</b>	The farming of land to rear livestock and to grow crops.
<b>Livestock Farming</b>	The rearing of animals for their milk and meat.
<b>Glaciers</b>	A huge mass of ice that moves slowly over land.
<b>Bleaching</b>	When warmer water temperatures cause corals to expel the algae living in their tissues causing the coral to turn completely white.

How are the natural world and people interconnected?

Week 8	
Key Terms	Description
<b>Mitigation</b>	Strategies aimed at reducing the causes of global warming by reducing the concentration of greenhouse gases in the atmosphere.
<b>Adaption</b>	To change the way something is done to minimise its effects.
<b>Peru</b>	A country in western South America. It is bordered by Ecuador, Colombia, Brazil, Bolivia, Chile and the Pacific Ocean.
<b>Selective Logging</b>	Trees are felled only when they reach a certain height. Young trees are allowed to mature to ensure that the height of the canopy is maintained.
<b>Ecotourism</b>	A type of sustainable development that aims to create local employment while conserving the natural environment.
<b>Deforestation</b>	The cutting down of trees for it's timber or to clear for farmland.
<b>Amazon Rainforest</b>	Is the world's largest tropical rainforest, covering Brazil, Colombia and Peru and the River Amazon.
<b>Social Improvements</b>	Improvements for the people e.g. healthcare, hospitals, education.
<b>Stakeholders</b>	An interest group that will be affected by large scale decisions.
<b>Biodiversity</b>	The variety of plants and animals in the rainforest.

Week 9
*** There is no Independent Learning for next week. ***



# Quest for Knowledge – Assessment Cycle One – French

## Key Verbs

Infinitive	Meaning in English
Aller	To go
Rester	To stay
Sortir	To go out
Voyager	To travel
Passer	To spend
Louer	To hire
Faire	To do
Se détendre	To relax
Visiter	To visit
Acheter	To buy

	Present	Perfect	Imperfect	Simple Future	Conditional
Infinitive (same verb as above)	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>
Aller	Je vais	Je suis allé(e)	J'allais	J'irai	J'irais
Rester	Je reste	Je suis resté(e)	Je restais	Je resterai	Je resterais
Sortir	Je sors	Je suis sorti(e)	Je sortais	Je sortirai	Je sortirais
Se détendre	Je me détends	Je me suis détendu(e)	Je me détendais	Je me détendrai	Je me détendrais
Passer	Je passe	J'ai passé	Je passais	Je passerai	Je passerais
Louer	Je loue	J'ai loué	Je louais	Je louerai	Je louerais
Voyager	Je voyage	J'ai voyagé	Je voyageais	Je voyagerai	Je voyagerais
Visiter	Je visite	J'ai visité	Je visitais	Je visiterai	Je visiterais
Faire	Je fais	J'ai fait	Je faisais	Je ferai	Je ferais
Acheter	J'achète	J'ai acheté	J'achetais	J'achèterai	J'achèterais

# Quest for Knowledge – Assessment Cycle One – French

## Key Questions

	Où vas-tu en vacances normalement et avec qui? Quel moyen de transport préfères-tu?	
1	Chaque année <b>je passe mes vacances</b> en France	Every year I <b>spend my holidays</b> in France
2	<b>qui est</b> la destination préférée de mon père.	<b>which is</b> my dad's favourite destination.
3	<b>Si j'étais riche</b> , je visiterais les Caraïbes	<b>If I were rich</b> , I would visit the Caribbean
4	puisqu'il fait toujours beau et <b>c'est pittoresque</b> .	as the weather is always nice and <b>it's picturesque</b> .
5	<b>Quand j'étais plus jeune</b> , ma famille voyageait en voiture	<b>When I was younger</b> , my family used to travel by car
6	mais <b>ce n'est pas économique</b> .	but <b>it's not economical</b> .
7	Voler est <b>le moyen de transport le plus rapide</b>	Flying is <b>the quickest mode of transport</b>
8	mais ma mère a <b>peur de l'avion</b> ,	but my mum is <b>scared of flying</b> ,
9	donc <b>elle ne voyage jamais</b> toute seule.	so <b>she never travels</b> by herself.

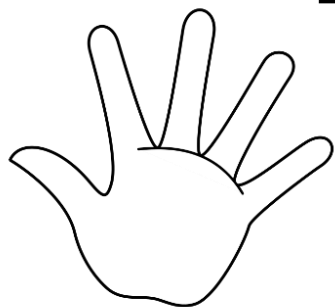
	Qu'est-ce que tu as fait pendant les vacances? Quel temps faisait-il?	
1	L'année dernière <b>je suis parti(e)</b> au Mexique	Last year I <b>went</b> to Mexico
2	où j'ai fait <b>une gamme d'activités</b> .	where I did <b>a variety of</b> activities.
3	<b>J'ai décidé de</b> goûter des plats typiques	<b>I decided to</b> try local dishes
4	<b>qui étaient</b> délicieux.	<b>which were</b> delicious.
5	Aussi <b>je me suis détendu(e)</b> à la plage	Also I relaxed at the beach
6	<b>pendant que</b> mon père et mon frère faisaient du ski nautique.	<b>whilst</b> my dad and brother did water skiing.
7	<b>Il faisait chaud</b> toute la semaine	<b>It was hot</b> all week
8	et, malheureusement, <b>j'ai pris des coups de soleil</b> .	and, unfortunately, <b>I got sunburnt</b> .
9	Ma mère dit qu' il faut <b>s'asseoir à l'ombre!</b>	My mum says that you must <b>sit in the shade!</b>

# Quest for Knowledge – Assessment Cycle One – French

## Writing Success Criteria - SPARTANS

	Les exemples	Examples
<b>Subjunctive</b>	Je ne pense pas que ce soit cher de passer des vacances à l'étranger. Il est important qu'on apporte son passeport en vacances.	I don't think that is expensive to go on holiday abroad. It is important that you bring your passport on holiday.
<b>Pronouns</b>	Quand on part en vacances, on visite toujours le parc aquatique. Mon père aime goûter des plats typiques.	When we go on holiday, we always visit the water park. My dad likes to try local dishes.
<b>Adverbs</b>	Normalement, nous louons une voiture. Il fait toujours beau en Espagne.	Normally, we rent a car. The weather is always nice in Spain.
<b>Reasons</b>	Ma mère préfère visiter le pays de Galles puisque c'est pittoresque. Je ne nage plus dans la mer car j'ai peur des requins.	My mum prefers to visit Wales as it's picturesque. I no longer swim in the sea because I'm scared of sharks.
<b>Tenses and Time phrases</b>	Hier je me suis détendu(e) à la plage et il faisait chaud. Demain je resterai chez moi car il fera mauvais; je vais lire un roman.	Yesterday I relaxed at the beach and it was hot. Tomorrow I will stay at home because the weather will be bad; I am going to read a book.
<b>Adjectives (and comparatives)</b>	Les vacances culturelles sont plus intéressantes que les vacances actives. Voler est le moyen de transport le plus rapide.	Cultural holidays are more interesting than active holidays. Flying is the quickest mode of transport.
<b>Negatives</b>	Je ne sors jamais le soir car je suis toujours fatigué(e).	I never go out in the evening because I am always tired.
<b>Subordinate clauses</b>	Normalement, on visite la France qui est ma destination préférée. Ce que j'adore, c'est visiter les lieux culturels.	Normally, we visit France which is my favourite destination. What I love, is visiting cultural sites.





**Speaking: Photo card**

**PALM**

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



## Key Verbs

Infinitive	Meaning in English
<b>Ir</b>	To go
<b>Visitar</b>	To visit
<b>Quedarse</b>	To stay
<b>Viajar</b>	To travel
<b>Pasar</b>	To spend
<b>Alquilar</b>	To hire
<b>Comprar</b>	To buy
<b>Relajarse</b>	To relax
<b>Salir</b>	To go out
<b>Hacer buen tiempo</b>	To be nice weather

	Present	Preterite	Imperfect	Simple Future	Conditional
Infinitive (same verb as above)	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>
<b>Ir</b>	Voy	Fui	Iba	Iré	Iría
<b>Visitar</b>	Visito	Visité	Visitaba	Visitaré	Visitaría
<b>Quedarse</b>	Me quedo	Me quedé	Me quedaba	Me quedaré	Me quedaría
<b>Viajar</b>	Viajo	Viajé	Viajaba	Viajaré	Viajaría
<b>Pasar</b>	Paso	Pasé	Pasaba	Pasaré	Pasaría
<b>Alquilar</b>	Alquilo	Alquilé	Alquilaba	Alquilaré	Alquilaría
<b>Comprar</b>	Compro	Compré	Compraba	Compraré	Compraría
<b>Relajarse</b>	Me relajo	Me relajé	Me relajaba	Me relajaré	Me relajaría
<b>Salir</b>	Salgo	Salí	Salía	Saldré	Saldría
<b>Hacer buen tiempo (3rd person singular)</b>	Hace buen tiempo	Hizo buen tiempo	Hacía buen tiempo	Hará buen tiempo	Haría buen tiempo

# Quest for Knowledge – Assessment Cycle One – Spanish

## Key Questions

	¿Adónde vas de vacaciones normalmente y con quién? ¿Qué modo de transporte prefieres?	
1	Cada año <b>paso mis vacaciones</b> en España,	Every year I <b>spend my holidays</b> in Spain,
2	<b>lo cual es</b> el destino preferido de mi padre.	<b>which is</b> my dad's favourite destination.
3	<b>Si fuera rico</b> visitaría el Caribe	<b>If I were rich</b> I would visit the Caribbean
4	ya que hace siempre buen tiempo y <b>es pintoresco</b> .	as the weather is always nice and <b>it's picturesque</b> .
5	<b>Cuando era más joven</b> , mi familia viajaba en coche	<b>When I was younger</b> , my family used to travel by car
6	pero <b>no es económico</b>	but <b>it's no not economical</b>
7	y volar es <b>el modo de transporte más rápido</b> .	and flying is <b>the quickest mode of transport</b> .
8	Mi madre <b>tiene miedo a volar</b> .	My mum is <b>scared of flying</b>
9	así que <b>ella nunca viaja</b> sola.	so she never travels by herself.

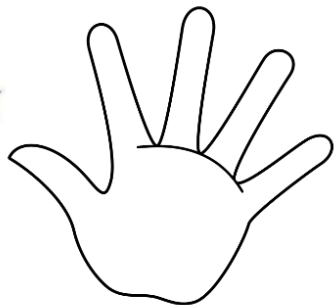
	¿Qué hiciste durante las vacaciones? ¿Qué tiempo hacía?	
1	El año pasado <b>fui</b> a México	Last year I <b>went</b> to Mexico
2	donde hice <b>una variedad</b> de actividades.	where I did a variety of activities.
3	<b>Decidí</b> probar los platos típicos	<b>I decided to</b> try local delicacies
4	<b>los cuales eran</b> deliciosos.	<b>which were</b> delicious.
5	También <b>me relajé</b> en la playa	Also, I relaxed on the beach
6	<b>mientras</b> mi padre y mi hermano hacían esquí acuático.	<b>whilst</b> my dad and brother did water skiing.
7	<b>Hacía calor</b> toda la semana	<b>It was hot</b> all week
8	y desafortunadamente, <b>me quemé con el sol</b> .	and, unfortunately, <b>I got sunburnt</b> .
9	¡Hay que <b>asentarse bajo la sombra</b> !	You must <b>sit in the shade</b> !

# Quest for Knowledge – Assessment Cycle One – Spanish

## Writing Success Criteria - SPARTANS

	Ejemplos	Examples
<b>Subjunctive</b>	<u>Aunque haga mal tiempo</u> , vamos a ir a la playa. <u>Es importante que recuerdes</u> tu pasaporte.	<u>Even though it is bad weather out</u> , we are going to go to the beach. <u>It is important that you remember</u> your passport.
<b>Pronouns</b>	<u>Ella</u> va todos los años a Sevilla. <u>Mis padres</u> viajaron a Perú el año pasado.	<u>She</u> goes to Seville every year. <u>My parents</u> travelled to Peru las year.
<b>Adverbs</b>	<u>Normalmente</u> alquilamos un coche. Sabe <u>bien</u> el idioma nativo del país.	<u>Normally</u> we rent a car. He knows the country's native language <u>well</u> .
<b>Reasons</b>	No me gusta ir a la playa <u>porque</u> la arena me molesta. No visitaremos a mis abuelos <u>dado que</u> están muy lejos.	I don't like going to the beach <u>because</u> the sand annoys me. We won't visit my grandparents <u>given that</u> they are very far away.
<b>Tenses and Time phrases</b>	<u>El otro día me relajé</u> en la playa, pero <u>hoy voy</u> de paseo. <u>Mañana me quedaré</u> en casa porque <u>hará mal</u> tiempo.	<u>The other day I relaxed</u> on the beach but <u>today I am going</u> for a walk. <u>Tomorrow I will stay</u> at home because the weather <u>will be</u> bad.
<b>Adjectives (and comparatives)</b>	Los recuerdos son la <u>mejor</u> parte de las vacaciones. Las vacaciones culturales son <u>más interesantes</u> que las vacaciones activas.	Souvenirs are the <u>best</u> part of holidays. Cultural holidays are <u>more interesting</u> than active holidays.
<b>Negatives</b>	<u>Nunca</u> salgo por las tardes porque siempre tengo sueño. <u>Ya no</u> visitaré el museo porque la exposición terminó.	I <u>never</u> go out in the evenings because I am always tired. I will <u>no longer</u> visit the museum because the exhibition ended.
<b>Subordinate clauses</b>	Suelo ir a Argentina, <u>que es mi destino favorito</u> . Mi primo, <u>que no veo mucho</u> , me visitó ayer.	I usually go to Argentina, <u>which is my favourite destination</u> . My cousin, <u>who I don't see much</u> , visited me yesterday.



Speaking: Photo cardPALM

	Spanish	English
<b>To start off</b>	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
<b>People</b>	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.
<b>Action</b>	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.
<b>Location/ Weather</b>	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.
<b>Mood</b>	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.





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.***

This page is intended to remain blank.