

Q3 Academy Langley

Quest for Knowledge Booklet

Year 9 – Cycle Four

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

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

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

Some strategies to help maximise how you use this pack:

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

Student Name:

Company:

Tutor:



**ACADEMY
LANGLEY**

Using your Quest for Knowledge Booklet

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

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

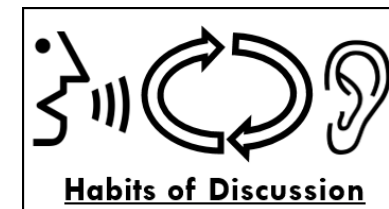
Strategies to use your Quest for Knowledge effectively:

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

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

Habits of Discussion

French



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

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

Capital Letters

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

Frequent misconceptions:

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

Common nouns:

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

Punctuation

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

Homophones

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

Commonly Misspelled Words

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

Quest for Knowledge – Assessment Cycle Four - English

Power and Conflict Poetry

Poet and Poem	Summary of the poem	Context
Alfred Lord Tennyson - <i>The Charge of the Light Brigade (1854)</i>	<ul style="list-style-type: none"> A speaker remembers the “noble” six hundred British soldiers who died as the result of a “blunder” (a mistake). The British troops entered a valley after being instructed to do, but were then surrounded by Russian troops – who fired cannons. 	<ul style="list-style-type: none"> Poet Laureate - Tennyson was asked to write about the glorious sacrifice of the soldiers in the Crimean war. It was written to memorialise or remember the devastating effects of the cavalry charge. Subtly criticises the poor leadership of the generals – typically aristocrats who had little experience.
Simon Armitage – <i>Remains (2008)</i>	<ul style="list-style-type: none"> A speaker recalls the killing of a looter in a war, along with two other soldiers. He is haunted by this memory when he returns home, resorting to crime, as well as substance and alcohol abuse to deal with the trauma. 	<ul style="list-style-type: none"> Based on a real soldier’s experience, Armitage explores how soldiers were safer in battle than at home due to the rates of PTSD and suicide. Named after the documentary, <i>Remains</i> is part of a collection of poems called ‘The Not Dead’.
Carol Ann Duffy – <i>War Photographer (1985)</i>	<ul style="list-style-type: none"> A war photographer reflects upon the traumatic scenes he has captured but is frustrated by the public’s apathy* to these images. <p>*<i>apathy – lack of care or interest.</i></p>	<ul style="list-style-type: none"> Duffy was inspired by her friendship with a war photographer and wanted to highlight that it was not just soldiers impacted by war, but also civilians of war too. The poem highlights how society shows little interest to war zones abroad.
Ted Hughes – <i>Bayonet Charge (1957)</i>	<ul style="list-style-type: none"> A soldier runs through a war zone in a state of panic and alarm, carrying his bayonet. The soldier forgets the reasons he signed up to fight: his patriotism* is replaced by fear. <p>*<i>patriotism – love and devotion to your country.</i></p>	<ul style="list-style-type: none"> Hughes was influenced by his father’s stories and experiences of World War One, the poetry of Wilfred Owen and from growing up in the aftermath of World War One. Part of the Literary Canon – poets at the time wanted to expose war and highlight the reality of war.
Jane Weir - <i>Poppies (2009)</i>	<ul style="list-style-type: none"> A mother recalls her son’s leaving for war. She remembers getting her son ready for war and likens this to his first day of school. She remembers how she released her emotions after her son left and walked to a war memorial. 	<ul style="list-style-type: none"> The poem explores the impact of war on families left behind – Weir explores their grief and anxiety. Weir’s poetry often features the semantic field of textile* to capture the feelings of grief, which alludes to her job as a textile designer. Inspired by the British soldiers who were dying in wars in Iraq and Afghanistan. <p>*<i>relating to fabrics and material.</i></p>
Beatrice Garland – <i>Kamikaze (2013)</i>	<ul style="list-style-type: none"> A daughter explains to her children how her father, a Kamikaze* pilot, disgraced his family by abandoning his mission. The daughter tells the story of how her father must have recognise the beauty of nature and remembered his own childhood, which is why he returned home. <p>*<i>kamikaze – a WWII suicide pilot in Japan - part of the war effort.</i></p>	<ul style="list-style-type: none"> In Japanese culture, being selected to be a Kamikaze pilot in WWII was seen as a great honour; the speaker’s father’s disgrace is evidence of Japanese collective culture. Japanese society followed the code of bushido (honour, loyalty, courage, respect), which was warped by the government and used to convince men to become kamikaze pilots.
Wilfred Owen - <i>Exposure (1920)</i>	<ul style="list-style-type: none"> A soldier in the trenches of WWI describes the wintry elements as the most deadly in the winter of 1917. The speaker also comments on how little action occurs in war – soldiers are left waiting for an order and are exposed to the brutal weather conditions in the meantime. 	<ul style="list-style-type: none"> Owen was a WW1 soldier - he used his poetry to show the harsh reality of war and the impact it had on the soldiers involved. Owen wanted to highlight the truth about the dangerous conditions that the soldiers lived in: nature was the hidden enemy.
Seamus Heaney - <i>Storm on the Island (1966)</i>	<ul style="list-style-type: none"> A literal storm sweeps over an Island, traumatising its inhabitants. This may be a metaphor for the unstoppable violence of the Troubles. 	<ul style="list-style-type: none"> Heaney experienced the ‘Troubles’ – huge conflict in Northern Ireland, which became increasingly violent. The ‘Troubles’ were mainly focused on religion, as Northern Ireland was a Protestant country, where The Republic of Ireland was Catholic.

Power and Conflict Poetry

Poet and Poem	Summary of the poem	Context
William Wordsworth - <i>Extract from The Prelude (1850)</i>	<ul style="list-style-type: none"> A speaker recalls an incident from his past in which he steals a boat. The speaker rows to a mountain and is awed/terrified by its height and magnificence. The speaker realises the power of nature and returns home knowing he will never forget the experience. 	<ul style="list-style-type: none"> Romantic poet - often wrote in defence of nature and explored the concept of the Sublime: being simultaneously awed and frightened by nature.
Robert Browning - <i>My Last Duchess (1842)</i>	<ul style="list-style-type: none"> A real Italian Duke's wife disappears in mysterious circumstances. The Duke explains the Duchesses' misdemeanours as he looks at her portrait. The Duke comes across as jealous and arrogant. 	<ul style="list-style-type: none"> The poem was set in the Renaissance (1600s), but written by Browning in Victorian England (1800s) – Browning criticises those in power and the belief of their superiority. Browning explores the changes in attitude towards women – links to Suffrage movement. Science vs Religion – religion considers women as inferior and incapable of rational thought.
Percy Bysshe Shelley - <i>Ozymandias (1819)</i>	<ul style="list-style-type: none"> A speaker meets a traveller and is told the story of a tyrant in ancient Egypt who wrongly believed his legacy would last forever. 	<ul style="list-style-type: none"> Romantic poet – went against structures of power. Shelley wrote <i>Ozymandias</i> to make statements about power and nature, and how nature will make a mockery of our attempts to live forever.
William Blake - <i>London (1794)</i>	<ul style="list-style-type: none"> A speaker walks around London recounting the suffering, exploitation and control they witness. 	<ul style="list-style-type: none"> A response to the extreme poverty in England during Blake's lifetime. Blake criticises capitalist* London and the exploitation/ apathy demonstrated by the church, monarchy and Bourgeoisie. <p><i>*an economic/political system where property, business, and industry are owned by private individuals and not by the state.</i></p>
Imtiaz Dharker - <i>Tissue (2006)</i>	<ul style="list-style-type: none"> A speaker explores how tissue paper (representing money and systems) should not be more important than humanity. 	<ul style="list-style-type: none"> The poem remarks how nothing is meant to last, that it would be better not to hold too tightly to such things; instead we should be willing to let go and pass things on in their time to be remade.
Carol Rumens - <i>The Emigrée (1993)</i>	<ul style="list-style-type: none"> A female immigrant fondly remembers her homeland and longs to return, even though it now seems overrun with "tyrants"* and conflict. <p><i>*tyrant – a ruler who exercises power harshly.</i></p>	<ul style="list-style-type: none"> This poem is not about one specific place - it offers an insight to all oppressive states and explores the experience of those who leave their homeland. The poem comments on how places can change.
John Agard - <i>Checking Out Me History (2005)</i>	<ul style="list-style-type: none"> A speaker discusses their Eurocentric education and belief that they have been "blinded" to their identity. The speaker comments on what is taught in schools and highlights the contributions of African and Caribbean figures that have been neglected in British education. 	<ul style="list-style-type: none"> Guyanese poet – Guyana was once under British colonial rule. Colonialism – when a powerful country directly controls a less powerful country and use their resources to increase their own wealth and power. Colonialism leads to fractured identity – the poem explores how the syllabus* taught in schools blinded colonised people to their own histories, and argues that only by re-learning their history can people fully understand and embrace their identities. <p><i>*syllabus - the subjects in a course of study or teaching.</i></p>

Language

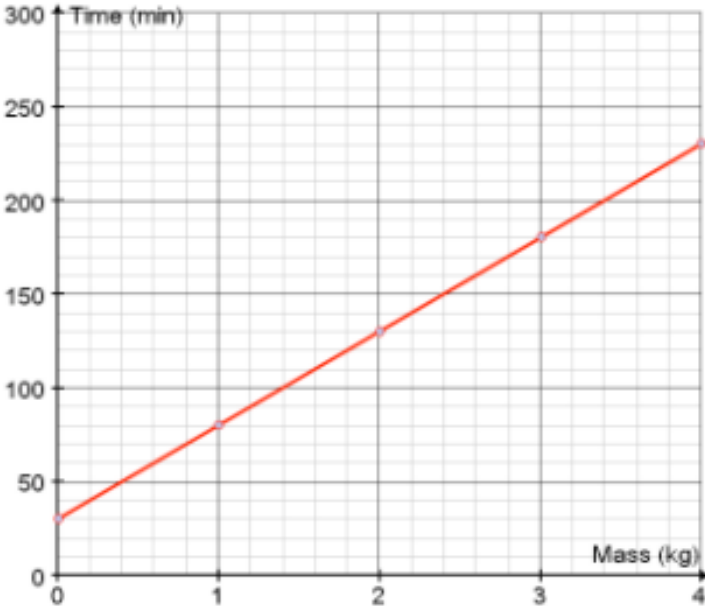
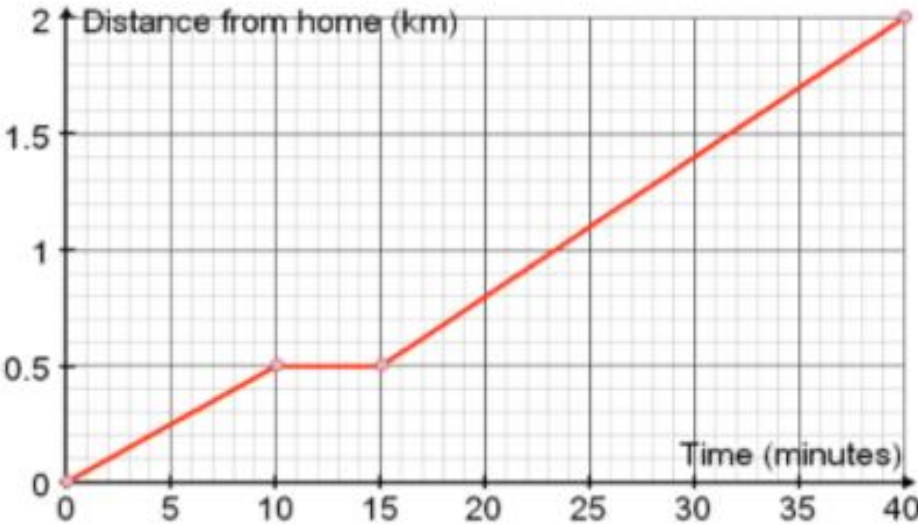
Term	Definition
Simile	A description or comparison of something using “like” or “as”.
Metaphor	A description or comparison of something by describing it as something else.
Conceit	An extended metaphor - when an image used to represent something else is extended across a poem.
Personification	When non-human features are given human characteristics.
Repetition	The use of the same word or phrase multiple times.
Anaphora	Repeating words as the beginning of successive lines, phrases or clauses.
Alliteration	The repetition of the opening sound of words.
Sibilance	Repetition of an ‘s’ sound in a line.
Semantic Field	A semantic field is a set of words (or lexemes) related in meaning.

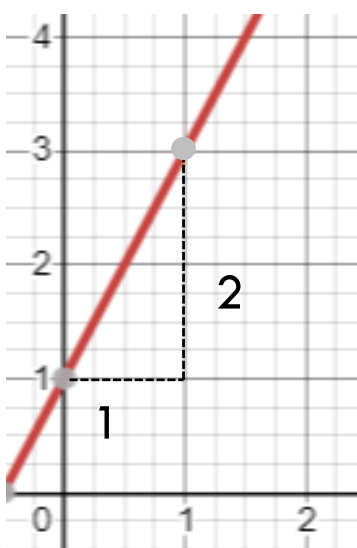
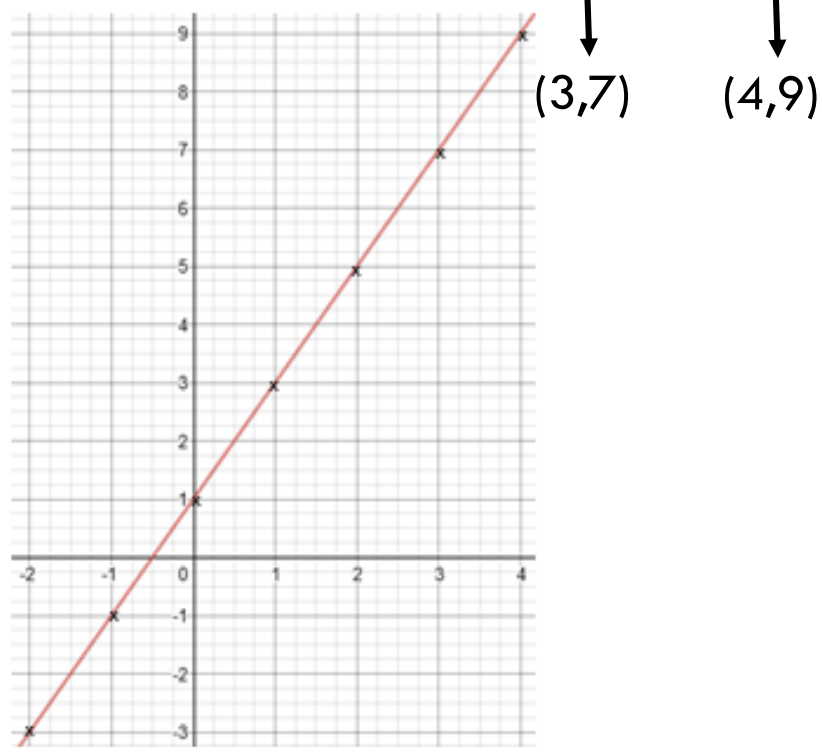
Structure

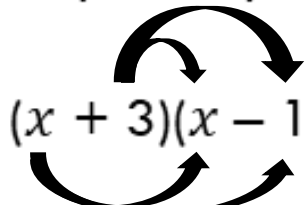
Term	Definition
Stanza	A group of lines in a poem – equivalent to a verse.
Couplet	A group of two lines in a poem, sometimes rhyming.
Rhyme	The repetition of identical or similar sounds, generally at the end of lines.
Internal Rhyme	The repetition of identical or similar sounds within a verse.
Enjambment	When one line runs onto the next without punctuation.
Caesura	A pause, created by punctuation, within a line.
Iambic Pentameter	A line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable, or a short syllable followed by a long syllable.
In Media Res	Beginning a narrative in the middle of its action when most of the action has occurred.
Volta	A change or shift in tone or meaning in a sonnet, generally used to sum up ideas, introduce a new feeling or thought or create an impact.

Form

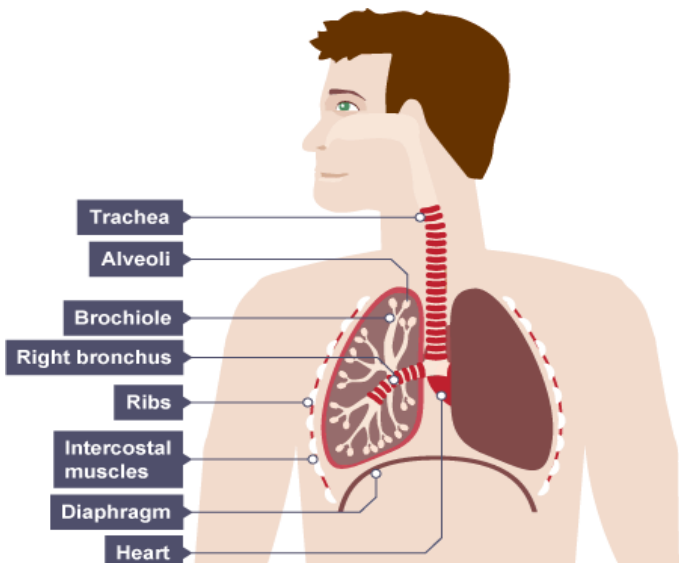
Term	Definition
Form	The shape or configuration of a poem.
Shakespearean Sonnet	A poem of 14 lines, with 3 sets of 4 lines (quatrain), before a final couplet. There is often a volta between the quatrains and the couplet.
Petrarchan Sonnet	A poem of 14 lines, with an eight line set (octave) and a six line set (sestet). This is separated by a volta.
Blank Verse	Lines of unrhymed iambic pentameter (da-DUM x 5).
Dramatic Monologue	A poem written as a speech by a speaker who is not the poet; it encourages the reader to question the speaker’s authority or intention.
Free Verse	A style of poetry that follows no fixed rules of rhyme or prosody.
Elegy	A poem of lamentation or mourning for the loss of someone or something.

Key Term	Definition/Examples
Term	A term is either a single number, variable, or numbers and variables multiplied together.
Variable	The letter, or symbol, used to represent an unknown. The value of a variable can be changed (or varied).
Coefficient	A number that multiplies with a variable.
Expression	A mathematical phrase that can contain numbers, variables (x, y, \dots) and operators ($+$, $-$, \div , \times).
Equation	Two expressions with an equals sign between them.
Real Life Graphs Hegarty Maths – 894 - 895	<p>Real life graphs are graphs representing real things, these can be straight line graphs and curved graphs. These graphs can represent anything so understanding the context is important.</p> <p>E.g. This real life graph is about cooking a gammon. The instructions says: 50 minutes per kg plus 30 minutes.</p> 
Distance-Time Graphs Hegarty Maths – 874 – 879	<p>A distance-time graph shows how far a moving object/person is from the start. The gradient is the speed, this means that if the graph has a horizontal section then the object or person is not moving.</p> 

Key Term	Definition/Examples												
<div>Gradient</div> <div>Hegarty Maths – 201 - 204</div>	<p>To calculate the gradient: work out the difference between two y-coordinates and divide by the difference between the two corresponding x-coordinates.</p> <p>E.g.</p> <div></div> <div>The change in y is 2. The change in x is 1.</div> <div>Gradient = $\frac{\text{the change in } y}{\text{the change in } x}$</div> <div>Gradient = $\frac{2}{1} = 2$</div>												
<div>Linear Graphs – Plotting</div> <div>Hegarty Maths – 206</div>	<p>For every linear equation set out as $y = mx + c$ each value of x has a corresponding value for y. These two values can be plotted on the x and y-axis and connected to create a linear graph.</p> <p>E.g.</p> <div>$y = 2x + 1$<table><tr><td>x</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>y</td><td>1</td><td>3</td><td>5</td><td>7</td><td>9</td></tr></table><div><div>$y = 2 \times (1) + 1$</div></div></div>	x	0	1	2	3	4	y	1	3	5	7	9
x	0	1	2	3	4								
y	1	3	5	7	9								
<div>Linear Graphs – Equation</div> <div>Hegarty Maths – 207 - 208</div>	<p>The equation of a Linear graph will be set out as $y=mx+c$.</p> <p>Each variable of the equation means:</p> <ul style="list-style-type: none">• y – the y-coordinate.• x – the x-coordinate• m – the gradient• c – the y-intercept <p>See the graphs above $y = 2x+1$. The gradient (m) is 2. The graph cuts through the y-axis at 1.</p>												

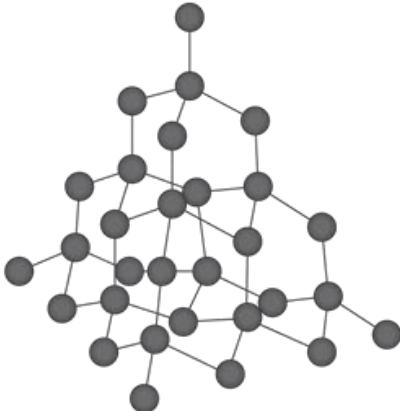
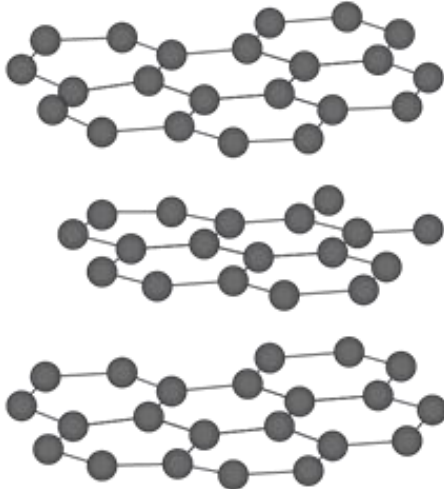
Key Term	Definition/Examples									
<div>Expanding Double Brackets</div> <div>Hegarty Maths – 162 – 164</div>	<p>When multiplying out double brackets everything inside one bracket is multiplied by everything inside the other.</p> <p>e.g.</p> <div></div> <p>The grid method can also be used:</p> <table><tr><td></td><td>x</td><td>$+3$</td></tr><tr><td>x</td><td>x^2</td><td>$+3x$</td></tr><tr><td>-1</td><td>$-x$</td><td>-3</td></tr></table> <div>$= x^2 - 1x + 3x - 3$</div> <p>When simplified the answer is:</p> <div>$x^2 + 2x - 3$</div>		x	$+3$	x	x^2	$+3x$	-1	$-x$	-3
	x	$+3$								
x	x^2	$+3x$								
-1	$-x$	-3								
<div>Factorising Quadratics</div> <div>Hegarty Maths – 223 – 228</div>	<p>When the coefficient of x^2 is 1. Find two numbers that multiply to make c and have a sum of b. They can then be written in the two brackets.</p> <p>e.g.</p> <div>$x^2 + 5x + 6$</div> <p>The numbers 2 and 3 multiply to make 6. 2 and 3 also add together to make 5.</p> <p>When put into two brackets the answer is:</p> <div>$(x+2)(x+3)$</div>									
<div>Solving Quadratics</div> <div>Hegarty Maths – 230 – 233</div>	<p>When a quadratic is in the form: $ax^2+bx + c = 0$ it can be factorised and solved.</p> <p>If the quadratic does not equal zero, it needs rearranging so that it does.</p> <p>Looking at the example above, if:</p> <div>$x^2 + 5x + 6 = 0$</div> <p>When factorised it is $(x+2)(x+3) = 0$</p> <p>For this to be true either:</p> <div>$x+2 = 0$ or $x+3 = 0$</div> <p>Which means $x = -2$ or $x = -3$.</p>									

Key Term	Definition/Examples
Quadratic Expression	<p>An expression containing one or more squared term.</p> <p>The layout for the expression is in the form: $ax^2 + bx + c$; where a, b, c are integers.</p> <p>For example $x^2 + 4x + 2$.</p> <p>Here $a = 1$, $b = 4$ and $c = 2$</p>
Quadratic Graphs Hegarty Maths – 251	<p>Quadratic equations contain an x^2 term.</p> <p>Quadratic equations have curved graphs. This is known as a parabola.</p> <p>You can draw the graph of a quadratic equation by completing a table of values.</p> <div data-bbox="1455 931 1944 1335"> </div> <p>When drawing quadratic curves:</p> <ul style="list-style-type: none"> - Use a sharp pencil; - Plot the points carefully; - Draw a smooth curve that passes through every point; - Label your graph.
Roots Hegarty Maths – 253	<p>The roots, or solutions of an equation, are the x-coordinates at the points where the graph crosses the x-axis.</p>
Turning Point Hegarty Maths – 255 – 256	<p>The point at which the quadratic graph “turns around”, i.e. it goes from having a downward slope to having an upward slope.</p> <p>This is also known as the <i>minimum point</i>, and is given as a coordinate.</p> <div data-bbox="1078 2004 1875 2436"> </div>

Key Term	Definition
Specific Heat Capacity	The specific heat capacity of a substance is the heat capacity of a sample of the substance divided by the mass of the sample. Informally, it is the amount of energy that must be added, in the form of heat, to one unit of mass of the substance in order to cause an increase of one unit in its temperature.
Latent Heat Capacity	The amount of heat required to convert 1 g of ice to 1 g of water, 80 Cal, is termed the latent heat of melting, and it is higher for water than for any other commonly occurring substance. The amount of heat required to convert water to vapour, 540 Cal, is termed the latent heat of vaporization
Non-renewable Energy	A resource that cannot be replaced when it is used up, such as oil, natural gas or coal.
Renewable	Energy sources that are replenished and not exhausted, such as solar power, wind turbines or tidal.
Law of Conservation of Energy	The law for the conservation of energy states that energy cannot be created or destroyed, only transferred from one type into another. (eg. Lifting a box), work has to be done.
Energy Stores	An energy store is a way in which energy can be kept in a system.
Energy System	A system is an object or a group of objects.
Kinetic Energy	Kinetic energy = $0.5 \times \text{mass} \times \text{velocity}^2$ Kinetic energy is the energy an object possesses by virtue of its movement.
Gravitational Potential Energy	Gravitational potential energy = mass x gravitational field strength x change in height Gravitational potential energy is the energy an object has by virtue of its position above the surface of the Earth.
Respiratory System	<p>The human respiratory system is adapted to allow air to pass in and out of the body, and for efficient gas exchange to happen.</p> 

Key Term	Definition
Communicable Disease	Can be spread from person to person or between animals and people. Can be caused by bacteria, viruses, parasites and fungi. Examples: measles and malaria.
Non-communicable Disease	Cannot be spread between people or between people and animals. They generally last for a long time and get worse slowly. Examples: asthma, cancer, coronary heart disease.
Cardiovascular Disease	When the arteries that supply the heart muscle get blocked by layers of fatty material. The arteries get narrower and this can cause a heart attack.
Stent	<p>A stent is a way of treating coronary heart disease. It is a wire mesh tube that can be inserted into an artery to widen them and keep them open.</p> <p>Advantages: lower the risk of heart attack; effective for a long time; recovery after surgery is relatively quick.</p> <p>Disadvantages: risk of complication during surgery; risk of infection during surgery; risk of developing a clot near the stent.</p>
Statins	<p>These are drugs that reduce the amount of cholesterol in the blood stream.</p> <p>Advantages: reduce the risk of strokes and heart attack.</p> <p>Disadvantages: they must be taken regularly; can cause side effects; takes a while for the effect to kick in.</p>
Risk Factors	<p>These are things that increase the likelihood of someone developing a certain disease.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Smoking – causes cardiovascular disease, lung cancer etc. • Obesity – can cause type 2 diabetes. • Too much alcohol – can cause liver disease and affect brain function. • Smoking when pregnant – can reduce how much oxygen the baby receives. • Radiation – ultraviolet light (from the sun), X-rays and gamma rays can cause cancers.
Carcinogen	Something that causes cancer.
Tumour	Cancer is caused by uncontrolled cell growth and division. A tumour is a growth of abnormal cells.
Benign	Some tumours are benign. This means that the tumour isn't dangerous and doesn't cause cancer.
Malignant	This is where the tumour spreads to neighbouring tissue. These are cancers and can be fatal.
Pathogens	Microorganisms that enter the body and cause disease. There are several types: bacteria, viruses, protists and fungi.

Key Term	Diagram
The Heart	<p>Legend:</p> <ul style="list-style-type: none"> Red arrow = FLOW OF OXYGENATED BLOOD Blue arrow = FLOW OF DEOXYGENATED BLOOD <p>Labels:</p> <ul style="list-style-type: none"> RIGHT SIDE LEFT SIDE PULMONARY ARTERY AORTA VENA CAVA RIGHT ATRIUM HEART VALVE TENDONS ATTACHED TO VALVE AND HEART WALL RIGHT VENTRICLE PULMONARY VEIN LEFT ATRIUM HEART VALVE LEFT VENTRICLE
The Respiratory System	<p>Labels:</p> <ul style="list-style-type: none"> Trachea Alveoli Brochiole Right bronchus Ribs Intercostal muscles Diaphragm Heart

Key Term	Definition
Allotropes	Each of two or more different physical forms in which an element can exist. Graphite, charcoal, and diamond are all allotropes of carbon.
Diamond	<p>The Diamond is a form of carbon that is very hard, has a very high melting point and which does not conduct electricity. It is often used in jewellery because it reflects light in an attractive way when cut and polished.</p>  <p>Each carbon atom in diamond is linked to 4 other carbon atoms by covalent bonds, forming a giant covalent structure. This can be represented by a ball and stick diagram.</p>
Graphite	<p>Graphite is a form of carbon that is soft and slippery, has a very high melting point and which conducts electricity. It is used in pencils because it leaves black marks when moved across paper.</p>  <p>A carbon atom can form four covalent bonds, but in graphite each carbon atom only forms three covalent bonds. Each carbon atom bonds with three other atoms to form layers of hexagonal rings of atoms, similar in appearance to chicken wire fencing (diagram below). Weak electrostatic forces attract the layers of carbon atoms towards each other – there are no covalent bonds between layers.</p> <p>Each carbon atom in graphite has one non-bonding outer electron. This becomes delocalised and free to move through the structure. The giant covalent structure of graphite can be represented by a ball and stick diagram. The diagram does not show the weak forces between layers or the delocalised electrons.</p>

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.



1	2	Key										1 H hydrogen 1										3	4	5	6	7	0		
		relative atomic mass atomic symbol name atomic (proton) number																										4 He helium 2	
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10												
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18												
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36												
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54												
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86												
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	[285] Cn copernicium 112	[286] Uut ununium 113	[289] Fl flerovium 114	[289] Uup ununpentium 115	[293] Lv livermorium 116	[294] Uus ununseptium 117	[294] Uuo ununoctium 118												

* 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.

Sources Analysis		
Use the acronym SNOP to remember how to evaluate sources – Source Content, Nature, Origin, Purpose .		
Source Content		The words and images in the source itself.
Provenance	Nature	What type of source is it? (e.g. newspaper, diary entry, photograph)
	Origin	The origins of the source (who produced it, when it was produced, etc.) <i>For example, a diary entry of a soldier from 1940.</i>
	Purpose	Why was the source produced? What effect was it meant to have on the reader/audience?
Reliability		How trustworthy is the source in regards to who the author is and what their intention is. For example, a first-hand account has increased reliability.
Typicality		if a source is typical then it is similar to other sources from the same time.
Objectivity		A measure of how true a source is. If a source is objective, it will give a factual view of an event. If a source is subjective (the opposite), it will be a person's opinion.



Film Poster for a Nazi Propaganda Film “The Eternal Jew”.

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

Nature (what, or the type of source)

Origin (who, when, where)

Purpose (why) – To turn people against the Jews.

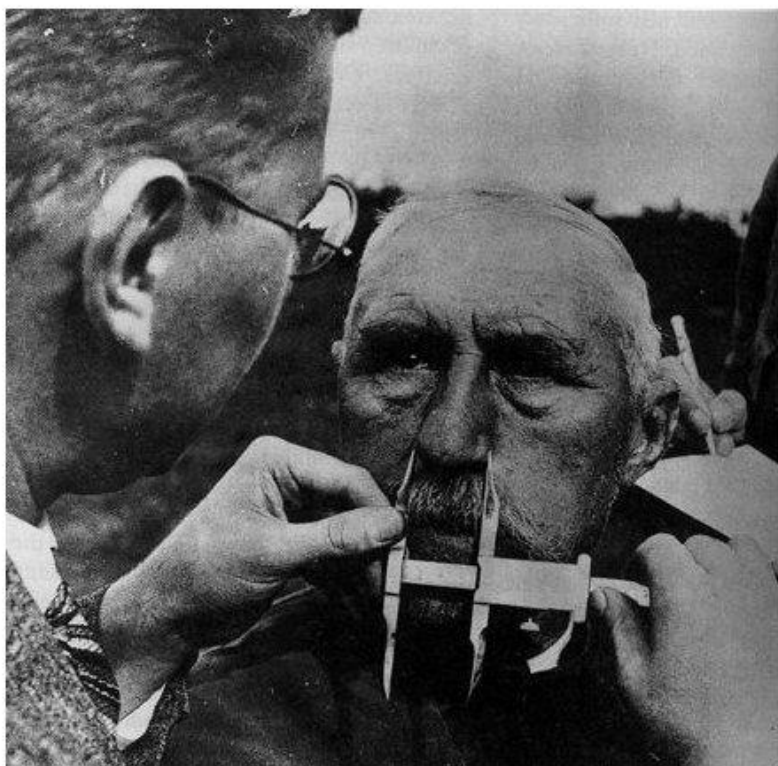
Timeline: 1925-1940

Key Chronology		
Date	Event	Notes
1925	Hitler writes 'Mein Kampf' '(My Struggle)'	This is a book that contains Hitler's political ideas, including his beliefs about Jews and how they had been bad for Germany's progress.
1933	Law for the Restoration of Public Service	This was a law passed that meant Jews were fired from jobs in the public sector - e.g. teachers, working for the government and doctors.
1935	Nuremburg Laws	These were a number of laws passed in 1935 that restricted the freedoms of Jews. For example, Jews couldn't use swimming pools, sit in the park on a public bench, or marry non-Jewish people.
August 1938	Yellow Star	A law is passed stating that Jews had to identify themselves publicly, meaning they had to wear the yellow star of David and had to change their surnames to a 'Jewish' name.
9th November 1938	"Krisstallnacht" (Night of Broken Glass)	This was a night in which some members of the German public, encouraged by Nazi officers, attacked Jewish shops, buildings and synagogues. Over 1,000 synagogues and over 7,000 Jewish businesses in Germany were destroyed. About 100 Jews were killed, but thousands were subjected to torment and violence. About 30,000 Jewish men were arrested and deported to concentration camps.
1939	Emergency Decree	Jews had to surrender all precious stones and jewellery that they owned.
1st September 1939	World War Two	Germany invades Poland. World War Two has begun.
6th October 1939	Poland Surrenders	Germany conquers Poland, which contained over 3 million Jewish people.
November 1939	Ghettos	The first seven ghettos are created in Poland, including Lodz, Krakow and Warsaw.
April 1940	Auschwitz	Construction of Auschwitz begins.

Timeline: 1940-1950

Key Chronology		
Date	Event	Notes
10 th May 1940	Germany Invades France and Holland	The invasion of France and Holland placed over 500,000 Jews under the direct control of the Nazi regime.
April 1941	Warsaw Ghetto	Warsaw ghetto reaches largest capacity of 790,000 Jewish occupants.
22 nd June 1942	Russia Invasion (Operation Barbarossa)	Germany invades Russia. Known as Operation Barbarossa, this invasion brought over 2.5 million Jews into the control of the Nazis.
December 1941	Chelmno	Chelmno opens – this becomes the first of the six extermination camps to open. Extermination camps were designed specifically to kill Jews, rather than use them for work.
20 th January 1942	Wannsee Conference	A meeting of senior officials meet at Wannsee to plan the “Final Solution” to the ‘Jewish Problem’ in Europe.
June 1942	Deportations	The Nazis begin to intensify their transportation of Jews from ghettos to concentration camps and extermination camps.
19 th April 1943	Warsaw Ghetto Uprising	A group of Jewish men and women start an armed uprising in the Warsaw Ghetto. It comes to an end on the 16 th May 1943.
12 th January 1945	Forced Marches	SS Troops force march remaining Auschwitz inmates westward towards Germany, as Russian forces get closer to the camp.
8 th May 1945	VE Day	Germany surrenders, ending World War Two in Europe.
2 nd July 1948		Auschwitz is protected as a historical site.
1948	Israel	The state of Israel is created, giving the Jewish people an official homeland and State.
1950	Auschwitz Opens	Auschwitz is opened for the first time.

Week 1: Anti-Semitism	
Key Word	Description
Anti-Semitism	Hatred or distrust of Jewish people.
Stereotypes	A set of beliefs or generalisations about a group of people, usually untrue.
Persecution	A systematic attempt to control and ruin the lives of a group.
Genocide	The deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
Racial Policy	Categorising people due to their ethnic background or physical features and treating them differently accordingly.
Inferior	The belief that some groups are less worthy of life than others.
Pogrom	An attack on a Jewish community with the attempt to kill Jews.
1290	Year King Edward expelled Jews from England.
510	Number of Jewish Communities wiped out in pogroms after the Black Death.
Blood Libel	The medieval belief that Jews killed Christian children and used them to make Jewish Passover bread.
Judas Iscariot	The disciple who betrayed Jesus for 30 pieces of silver, resulting in Jesus' crucifixion.



Photograph taken in 1933 of a German being measured with a calliper rule to prove his Aryan credentials.

“Here he stops at nothing, and in his vileness he becomes so gigantic that no one need be surprised if among our people the personification of the devil as the symbol of all evil assumes the living shape of the Jew.”

An extract from Mein Kampf, Hitler's book that published his political ideas. In this extract, he describes Jews.

Week 2: Treatment of Jews	
Key Word	Description
Aryan	A "race" of people from Northern Europe, ideally with blonde hair and blue eyes. The Nazis believed they were the Master Race.
Kristallnacht	'The Night of the Broken Glass' – when Jewish homes and shops were destroyed and Jews were attacked.
Persecution	A systematic attempt to control and ruin the lives of a group.
Aryanisation	The process by which the government forced Jews out of jobs to allow Germans (or Aryans, as Hitler called them) to be employed instead.
Nuremberg Laws	A number of laws passed in 1935 that restricted the freedoms of Jews.
Law for the Restoration of the Public Service	A law passed in 1933 that meant Jews were fired from jobs in the public sector - e.g. teachers, working for the government and doctors.
Racial Policy	Policies introduced by the Nazi government, based on the racist ideas of the superiority of the Aryan race.
Over 1,000	Number of synagogues burned during Kristallnacht.
490,000	Total population in the Warsaw ghetto.
146,000	People per square kilometre, meaning 8-10 to each room.
253 calories	Number of calories available in Jewish rations each day (our average today is ten times that).
92,000	Approximate deaths of Jews in Warsaw between October 1940 and July 1942.
1939	Hitler invades Poland, putting many more Jews under his rule.



Jews who leave the quarter reserved for them without permission are liable to the death penalty. The same penalty awaits any person who knowingly gives shelter to such Jews.

An official German announcement written on the entrance to Warsaw ghetto in November 1940.

Photograph of a burned synagogue in Aachen, Germany, on the 10th November 1938.

Week 3: Ghettos	
Key Word	Description
Ghetto	Part of a city where there is severe poverty and shortages of basic resources. Housing is often of a very low standard.
Typhus	<i>Typhus</i> is an infection spread by lice, fleas or mites. It's often found when people live in cramped, unhygienic conditions.
Unhygienic	A place or person that is not clean, in a way that may cause disease.
Warsaw	The capital of Poland.
Wannsee	A location in Germany where high ranking Nazis met to discuss how to deal with the 'Jewish Problem'. It is believed that it was at Wannsee that the plan to use gassing on a large scale was decided.
Auschwitz	The most infamous and largest of the 6 Nazi Death Camps.
Final Solution	The Nazi plan to murder / remove all Jews from Nazi-occupied land.
Functionalist Viewpoint	The name given to the idea that the Holocaust was an evolving plan. Minor officials, looking to impress their superiors, came up with ever more effective ways of killing Jews.
Intentionalist Viewpoint	Hitler had planned, from his teenage years, to annihilate the Jews of Europe.
Annihilation	To destroy something completely.
Extermination	Killing, especially of a whole group of people or animals.
Deportation	The act of removing a person from a country because they are deemed to not belong there.
Liquidation of the ghetto	Informal term which means to destroy the ghetto and transport the inhabitants to Concentration/Death Camps.



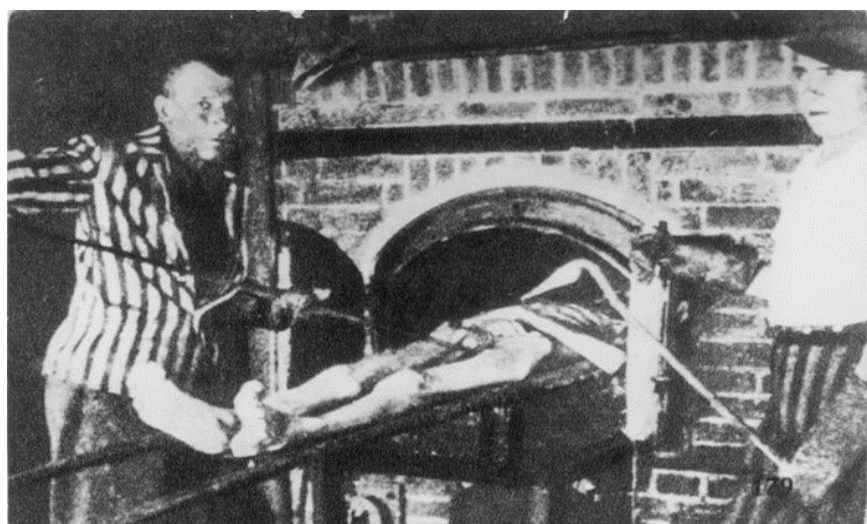
In March 1941, Himmler, leader of the SS, visited Auschwitz. At this point the camp was not a death camp but just a prison camp with a reputation for brutality. Himmler could immediately see that the location of the camp was perfect for expansion. The location already had good transportation links and a military barracks on site. There was also plenty of room and it was almost right on the centre of occupied Europe. Himmler commented that “*there would be no easier place in the Reich to transport Jews to*”.

Extract – book about Auschwitz.

Photograph showing the construction of part of the ghetto wall. A wall was built around the perimeter of the Warsaw Ghetto to ensure Jews could not leave and non-Jewish people in Warsaw could not get into the ghetto and experience the conditions inside.

Week 4: Concentration Camps

Key Word	Description
Concentration Camp	A place where large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution e.g. Auschwitz, Bergen Belsen.
Extermination Camp	Camps used by the Nazis specifically to commit genocide e.g. Chelmno, Treblinka.
Auschwitz	A complex of concentration camps and death camps that comprised 1.3 million prisoners.
Treblinka	Death Camp in Poland. Between 700,000 and 900,000 Jews were killed here.
Extermination	The systematic killing of prisoners at Auschwitz in a variety of ways, including shooting and gassing.
Barracks	A building or group of buildings used to house a specific group of people, such as labourers or prisoners, in austere conditions.
Sonderkommando	The group of Jewish inmates who were ordered to collect and dispose of the bodies of exterminated prisoners.
Kapos	Jewish inmates employed by the Nazis to keep order within camps.
Block 11	Confinement area of Auschwitz where prisoners were kept in complete isolation, sometimes until they starved.
Flogging	Punishment used on prisoners where they were whipped by a bullwhip.
Firing Squad	When prisoners were lined up at 'Death Wall' and shot as a punishment.
Kanada	The name for the warehouse facility that contained all of the items and belongings stolen from prisoners as they arrived at Auschwitz.
75%	Percentage of those that arrived at Auschwitz that were deemed unfit for work and were exterminated.
Experimentation	When prisoners were selected by Nazi doctors for the use of experiments which often resulted in death or injury.
Mengele	Nazi officer stationed at Auschwitz who was involved in the selection process and experimentation of inmates. He was nicknamed the 'Angel of Death'.
Eichmann	Senior Nazi officer involved in the identification, assembly, transportation and finally, the execution of the Jews in Europe.



Photograph from Auschwitz, 1943, showing Sonderkommando at Auschwitz loading gassed Jews into the cremation ovens.

"The Sonderkommando were entrusted with running the crematoria. It was their task to extract the corpses from the chambers, to pull gold teeth from jaws, to cut women's hair, to sort and classify clothes, to transport the bodies to the crematoria and oversee the operation of the ovens, to extract and eliminate the ashes.

The Sonderkommando did not escape everyone else's fate. On the contrary, the SS exerted the greatest diligence to prevent any man who had been part of it from surviving and telling. As its initiation, the next squad burnt the corpses of its predecessors."

Extract from 'The Gray Zone', by Primo Levi, an Italian Jew who survived Auschwitz.

Week 5: Non-Jewish Victims

Key Word	Description
Aktion T4	The Nazi programme of involuntary euthanasia, killing hundreds of thousands of people considered 'incurably sick', in operation throughout the Second World War.
Eugenics	The practice of controlling breeding to stop certain groups from reproducing.
Clemens von Galen	Catholic Cardinal who spoke out against Hitler's euthanasia policies.
Compulsory Sterilisation	Nazi policy of forcibly taking away certain people's ability to have children. In 1933, the Law for the Prevention of Hereditarily Diseased Offspring allowed the compulsory sterilisation of various groups, including alcoholics, those with physical disabilities, and those with mental illnesses.
Racial Hygiene	The idea that the Nazi regime should take steps to ensure Germans were 'pure and strong', by removing people from the population.
Euthanasia	Killing a sick person in order to end their suffering. Can be voluntary, where the patient agrees, or involuntary, in the case of Aktion T4.
Lebensunwertes Leben	'Life unworthy of life' – the German phrase for the groups targeted by Aktion T4.
Untermensch	'Sub-human' – the Nazi term for non-Aryans, such as Jews, Slavs and Roma.
Romani/Roma	Traditionally itinerant ethnic group, targeted by the Nazis during the Holocaust. Often referred to in English as gypsies, a term many Roma find offensive.
Slavs	An ethnic group strongly associated with central Europe and Asia, including Russians, Poles and Serbs, targeted by the Nazis during the Holocaust.
Political Prisoners	Those imprisoned for their political beliefs, such as Communists under the Nazis.



Romani or Sinti girl imprisoned at Auschwitz, photographed by the SS.

"If you establish and apply the principle that you can kill 'unproductive' fellow human beings then woe betide us all when we become old and frail! If one is allowed to kill the unproductive people then woe betide the invalids who have used up, sacrificed and lost their health and strength in the productive process. If one is allowed forcibly to remove one's unproductive fellow human beings then woe betide loyal soldiers who return to the homeland seriously disabled, as cripples, as invalids."

Sermon by Catholic Cardinal Clemens von Galen, condemning Nazi euthanasia, 1941.

Week 6: Jewish Resistance	
Key Word	Description
Passive	Accepting or allowing what happens or what others do, without active response or resistance.
Resistance	The refusal to accept or comply with something.
Ghetto Uprising	On the 19 th April 1943, a group Jewish men and women still living in the Warsaw Ghetto ambushed SS soldiers who were coming to clear the ghetto. 13,000 Jews were killed in the ghetto during the uprising, while the Germans suffered around 300 killed and wounded. The uprising was seen as a key moment in Jewish resistance against the Holocaust.
Partisans	A member of an armed group formed to fight secretly against an occupying force.
Westerbork	A camp in the Netherlands where Jews were held, before they were transported to Auschwitz and other concentration camps.
Responsibility	To be held accountable or to blame for something / an event.
Perpetrator	A person who carries out a harmful, illegal, or immoral act.
Resister	Someone who actively opposes something even if it causes risk to themselves.
Bystander	A person who is present at an event or incident but does not take part.
Collaborator	A person who cooperates with others, helping an act to be carried out.



This photograph shows a group of survivors of the uprising in the Sobibór extermination camp. Sobibór was located in a remote area of Poland where few people lived. It was surrounded by forests and swamps. On 14th October 1943, the prisoners rebelled. They killed around 20 SS men and Ukrainian guards. Around 300 prisoners were able to escape but most were caught and killed soon afterwards. Between 50 and 70 survived to the end of the war.

Week 8: Nuremberg	
Key Word	Description
Moscow Declaration	In 1943, the leaders of the USA, Great Britain and the Soviet Union agreed that Nazis would be pursued after the war and held accountable for their crimes. See extract, below.
Morgenthau Plan	An early plan for what to do with Germany following the war, involving harsh punishment and permanently removing Germany’s economic, industrial and military strength.
Denazification	The process of removing the ideology of Nazism from public life in Germany after its defeat.
Nuremberg Trials	A series of trials in which high ranking Nazi officials were questioned and punished for their involvement in the human rights crimes of World War II. The trials were held in the German city of Nuremberg at the end of the war – this is where their name came from.
War Crimes	Breaking the international laws of war in a way which results in individual responsibility. For example, the torture or deliberate killing of civilians.
Genocide	The attempt to destroy an entire people (e.g., an ethnic or religious group), in whole or in part. The term was coined by the legal scholar Raphael Lemkin in 1944.
Crimes Against Humanity	First prosecuted at Nuremberg, these are systemic attacks on civilians or identifiable parts of the civilian population, such as war crimes, ethnic cleansing, massacres.
Victor’s Justice	A term relating to the unfair treatment of a losing side, by the winners.

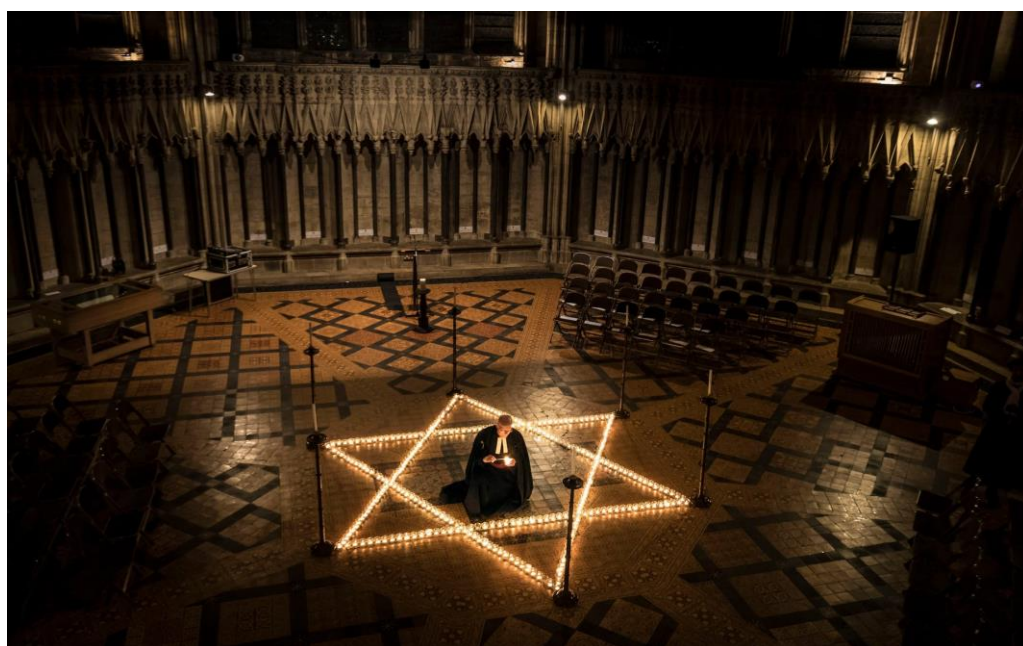


Leading Nazi Hermann Goering, facing justice in the dock at Nuremberg.

“The United Kingdom, the United States and the Soviet Union have received from many quarters evidence of atrocities, massacres and cold-blooded mass executions which are being perpetrated by Hitlerite forces in many of the countries they have overrun and from which they are now being steadily expelled ... Those German officers and men and members of the Nazi party who have been responsible for or have taken a consenting part in the above atrocities, massacres and executions will be sent back to the countries in which their abominable deeds were done in order that they may be judged and punished according to the laws of these liberated countries and of free governments which will be erected therein.”

Allied Declaration on German Atrocities in Occupied Europe, 1943

Week 9: Remembrance	
Key Word	Description
Historical site	An official and protected location of historical or cultural importance.
Memorial	A statue or structure established to remind people of a person or event.
Significance	The process of evaluating the past. It involves using various criteria to determine which events or people are significant and should be remembered. Any of the 5 Rs can be used for the criteria; Remarkable (considered extreme in comparison to other events), Remembered (it was considered important for a group of people), Resulted (resulted in change and created consequences for the future), Resonant (it connects with people's experiences today) and Revealing (it tells us something about the past).
2 nd July 1947	An act is passed meaning Auschwitz is protected as a historical site. It is opened to the public for the first time in 1950.
Zionism	A movement that aimed to create a homeland / state for Jewish people. Movement created in 1897 – Theodor Herzl.
Repatriation	The return of someone to their own country.
Israel	The nation state of the Jewish people, established during the Arab-Israeli war in 1948.
Holocaust Memorial Day	Day of remembrance held on 27 th January every year (the anniversary of the liberation of Auschwitz), to commemorate all victims of genocide.
'Never Again'	The idea that the Holocaust was so terrible, humanity should never allow anything like it to happen again.
Rwandan Genocide	The systematic massacre of up to a million of Rwanda's Tutsi population in 1994.
Cambodia	Site of the genocide by the Khmer Rouge regime in the late 1970s, which slaughtered a quarter of the country's population.



A recent Holocaust Memorial Day commemoration in York Minster

We must be listened to: above and beyond our personal experience, we have collectively witnessed a fundamental unexpected event, fundamental precisely because unexpected, not foreseen by anyone. It happened, therefore it can happen again: this is the core of what we have to say. It can happen, and it can happen everywhere.” — Primo Levi, Holocaust survivor and writer.

How Do Geographers Understand the Human World?

Week 1	
Key Terms	Description
Higher Income Country (HIC)	A well-developed country that has good healthcare, lots of well-paid jobs and good housing. these are countries with a GNI per capita above US\$ 12,746, e.g. Germany and the USA.
Lower Income Country (LIC)	A developing country that has poor healthcare, few jobs, and poor quality housing. Based on the World Bank's income classifications, a LIC has a gross national income (GNI per capita) of \$1,045 or lower, e.g. Chad or Ethiopia.
Newly Emerging Economy (NEE)	A country that has recently become more wealthy, e.g. China, India or Brazil.
Urbanisation	Urbanisation is the increasing percentage of people that live in urban areas.
Natural Increase	The natural growth of a population due to the number of births exceeding deaths.
Rural-to-Urban Migration	Rural-urban migration is the movement of people from countryside to cities.
Population Density	Population density is the number of people living in an area. It is worked out by dividing the number of people in an area by the size of the area.
Population Distribution	The way in which people are spread across a given area is known as population distribution.
Densely Populated	Places which are densely populated contain many people.
Sparsely Populated	Places which are sparsely populated contain few people.

Week 2	
Key Terms	Description
Population Pyramid	Population pyramids are bar charts that show how many people of different ages are living in a place or country.
Birth Rate	The number of live births per thousand of population per year.
Death Rate	The number of people who die per thousand per year.
Infant Mortality Rate	The number of children who die before the age of 1.
Life Expectancy	How long a person can be expected to live.
Dependency Ratio	Calculates the proportion of people who are unable to work. Usually these are the youngest and oldest members of a society.
Ageing Population	An increase in the average age of the population with a high % aged over 65.
Demographic Transition Model (DTM)	This is a model which shows how population has changed over time. It shows how birth rate and death rate have influenced the total population of a place and changed over the years.
Contraception	Any form of birth control used to prevent pregnancy.

How Do Geographers Understand the Human World?

Week 3	
Key Terms	Description
Development Indicators	Factors that are used to compare the development of one region against another. Examples of indicators include GDP, number of doctors per 1000 people, adult literacy, and life expectancy.
Brandt line	The Brandt Line is an imaginary division that has provided a rough way of dividing all of the countries in the world in to the rich north and poor south.
Literacy Rate	The percentage of adults who can read and write.
Access to Safe Water	The percentage of people who can get clean drinking water.
Gross National Income (GNI)	A measure of the total income of a country, divided by the number of people in that country.
Calorie Intake	The average number of calories eaten per day.
Landlocked	A country which is totally surrounded by land or whose coastline surrounds a closed sea.
Colonisation	Colonisation is when one country has part or total control over another country.
Primary Product	Resources that are extracted from the natural environment, e.g. gold, fish or trees.
Trade	Trade is the exchange of goods and services between countries.

Week 4	
Key Terms	Description
Aid	Aid is when one or more countries give money to other countries. The money has to be spent on things that will benefit the population.
Fairtrade	A way of buying and selling products that ensures that the people who produce the goods receive a fair price.
Intermediate Technology	Intermediate technology is using equipment and techniques that are suitable for their country of use.
Microfinance Loans	Microfinance loans are when money is lent to people in LICs to help them to develop. These are often small loans with reasonable interest rates.
Debt Relief	Debt relief is when debts are either reorganised to make them more manageable, or reduced.
Investment	Large companies can locate part of their business in other countries. This helps a country to develop as the companies build factories, lay roads and install internet cables.
Development Gap	The difference in levels of development between the richest and poorest countries in the world.
Urban Regeneration	When an area has been completely transformed by the refurbishment of the buildings and landscape.
Sustainable Growth	Sustainable growth means a rate of growth which can be maintained without creating other significant problems.

How Do Geographers Understand the Human World?

Week 5

Key Terms	Description
Megacity	A city with over 10 million people living in it, e.g. New York, Beijing and Tokyo.
Squatter Settlement	An area of makeshift housing, often unplanned and built illegally.
Traffic Congestion	Traffic congestion is a condition in transport that is characterised by slower speeds, longer trip times, and increased vehicular queueing.
Sanitation	Conditions relating to public health, especially the provision of clean drinking water and sewage disposal.
Lagos	Lagos is a city located in the country of Nigeria, within the continent of Africa. Lagos potentially has a population of 14 million people, although this number is disputed and is estimated to actually be around 21 million.
Social Opportunities	Chances for people to improve their quality of life, for instance access to education and health care.
Economic Opportunities	Chances for people to improve their standard of living through employment.

Week 6

<i>Revise for your Cycle 4 Assessment next week.</i>

Week 8 Onwards

Key Terms	Description
Food Security	When all people, at all times have access to sufficient food.
Malthus Theory	A theory that eventually population growth will lead to a lack of food and wide-spread starvation.
Boserup' s Theory	A theory that technology will improve food production when population increases, meaning there will always be enough food to feed the population.
Resources	Things that are needed by people including food, water and energy.
Fossil Fuels	Fuels including coal, oil and natural gas that have a finite supply. They are non-renewable.
Renewable Energy	Fuels that will never run out including solar, tidal and wind energy.
Bottom-up Projects	People are helped on a small-scale to improve their quality of life- e.g. Goat Aid.
Intensive Farming	When machinery and chemicals are used to produce as much food as possible.
Organic Farming	Farming done without the use of chemicals in more natural conditions.
Sustainable	An activity which does not consume or destroy resources or the environment.

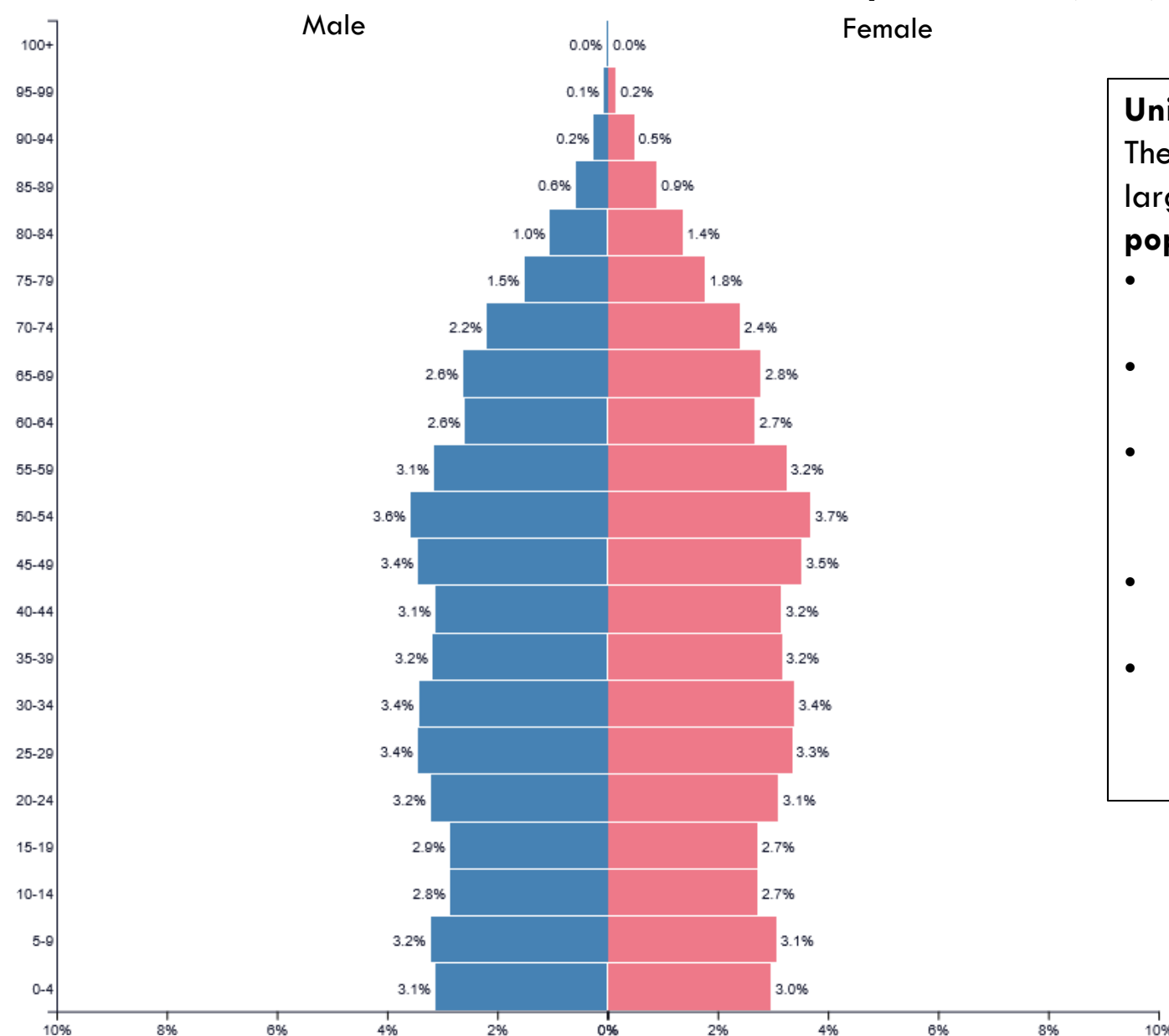
Population Pyramids

Population pyramids are graphs that show **population structures**, i.e. how many males and females of different age groups are in the population in each place. Population structures change from place to place and over time. The population pyramids for the countries below are different shapes.

United Kingdom

2017

Population: 65,511,097



United Kingdom

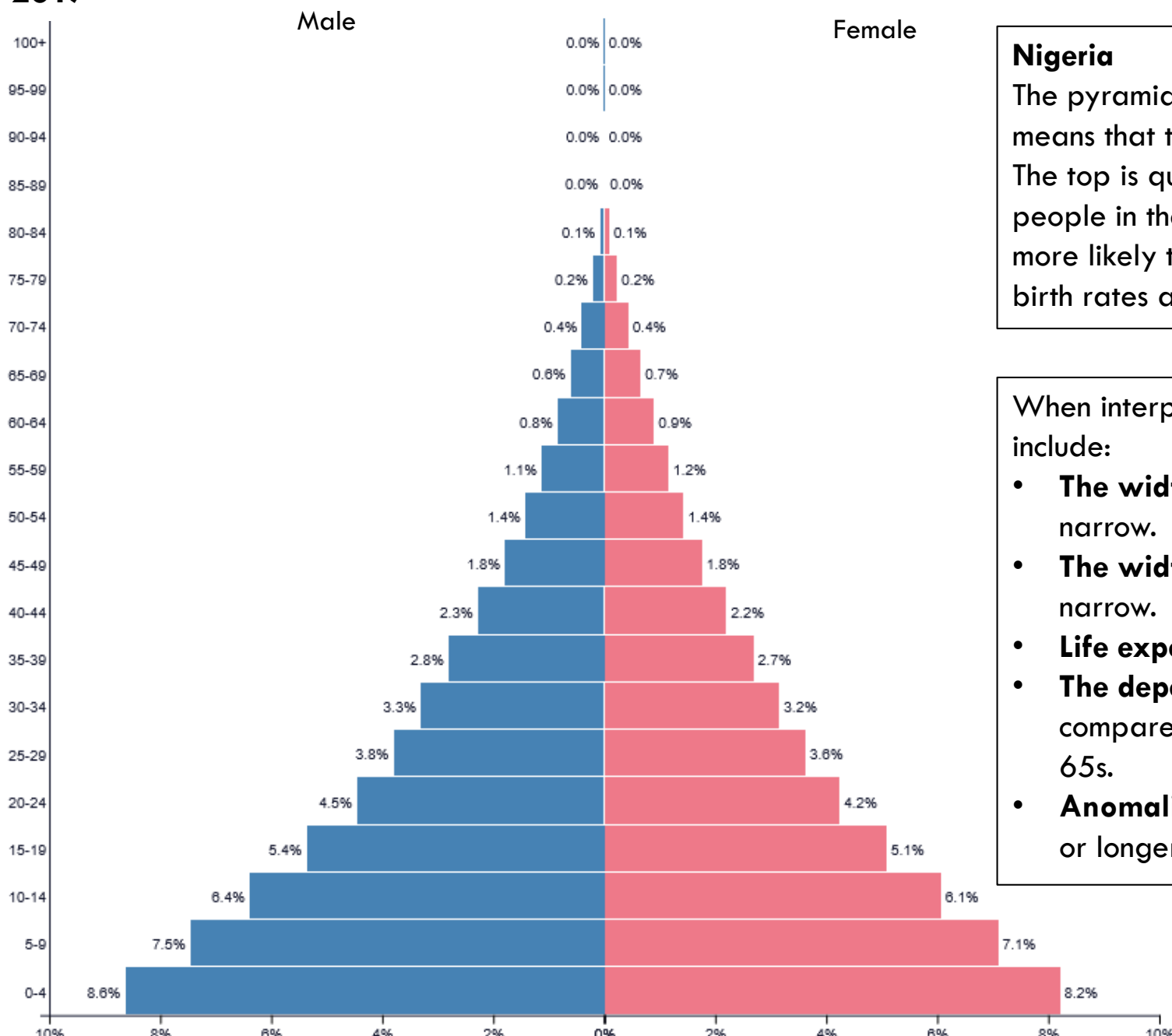
The United Kingdom has quite a narrow base but a large middle and top. This means we have an **ageing population**. In the UK:

- An increasing proportion of the population are over 65.
- In 2005, 16 per cent of the UK population was over 65.
- By 2034, 23 per cent of the population is expected to be aged 65 and over compared to just 18 per cent aged under 16.
- The fastest-growing age group is those over 85 years.
- Women tend to live longer than men but the gap between the life expectancy for males and females is reducing.

Nigeria

2017

Population: 191,835,936



Nigeria

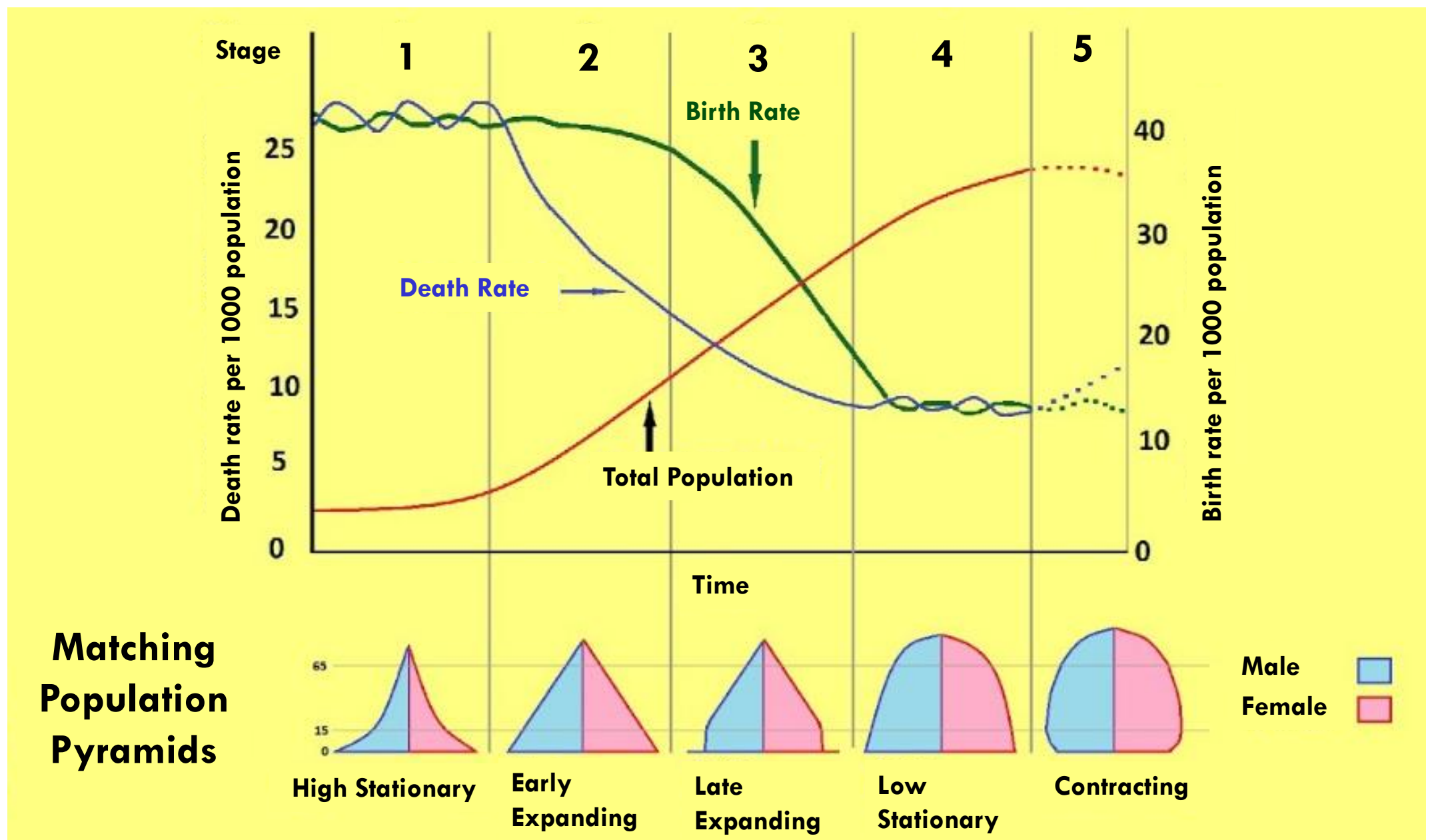
The pyramid for **Nigeria** has a very wide base. This means that there is a high proportion of young people. The top is quite narrow which means there are fewer people in the older age groups. This type of pyramid is more likely to occur in a **developing country** where birth rates are generally higher.

When interpreting a population pyramid, you should include:

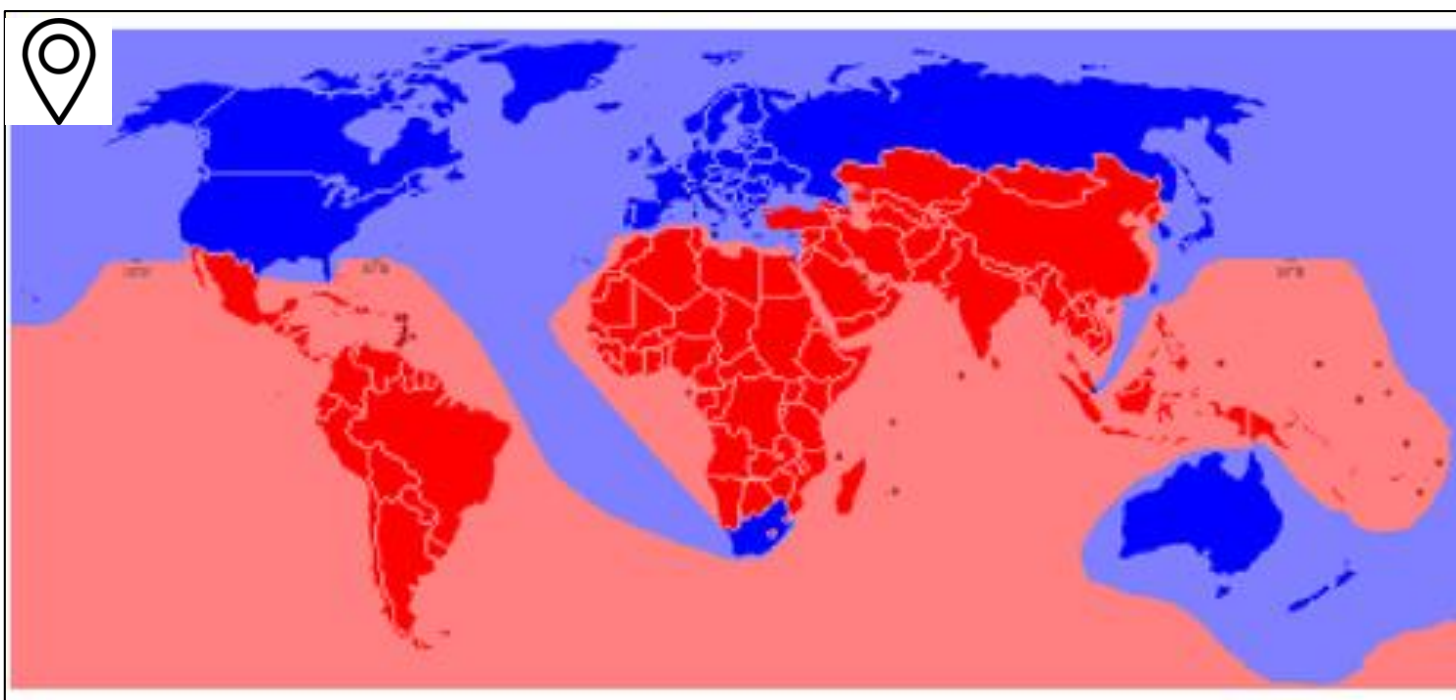
- **The width of the base of the pyramid:** wide or narrow.
- **The width of the top of the pyramid:** wide or narrow.
- **Life expectancy:** high or low.
- **The dependency ratio:** the number of active people compared to dependents i.e. under 15s and over 65s.
- **Anomalies:** such as bars that are unusually shorter or longer than the overall trend.

How Do Geographers Understand the Human World?

Demographic Transition Model

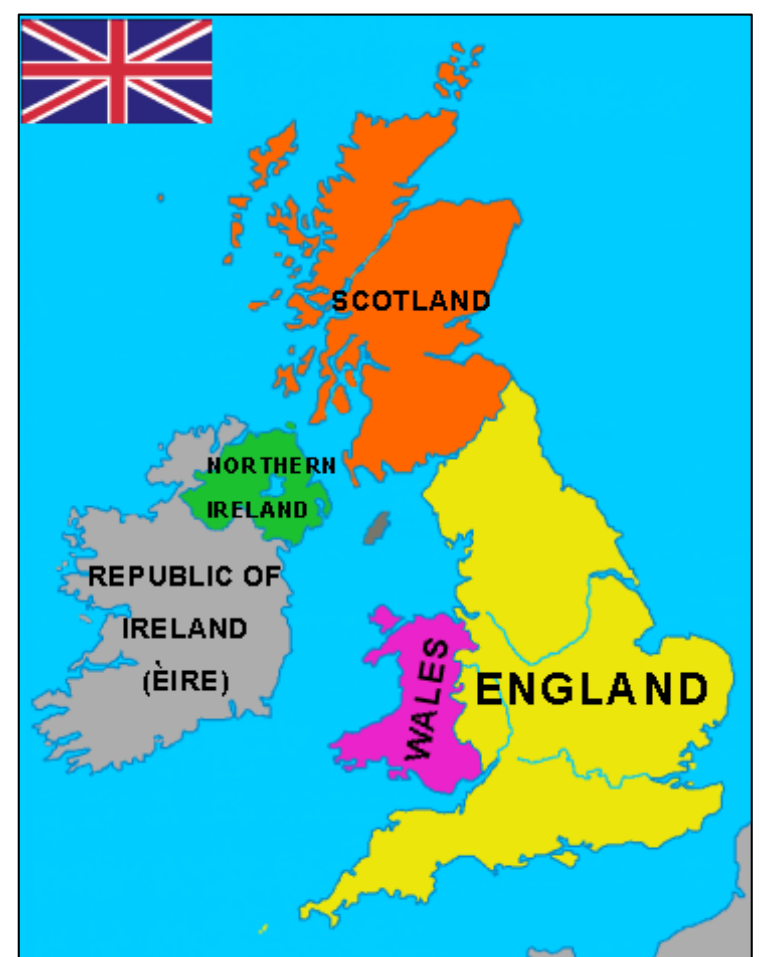
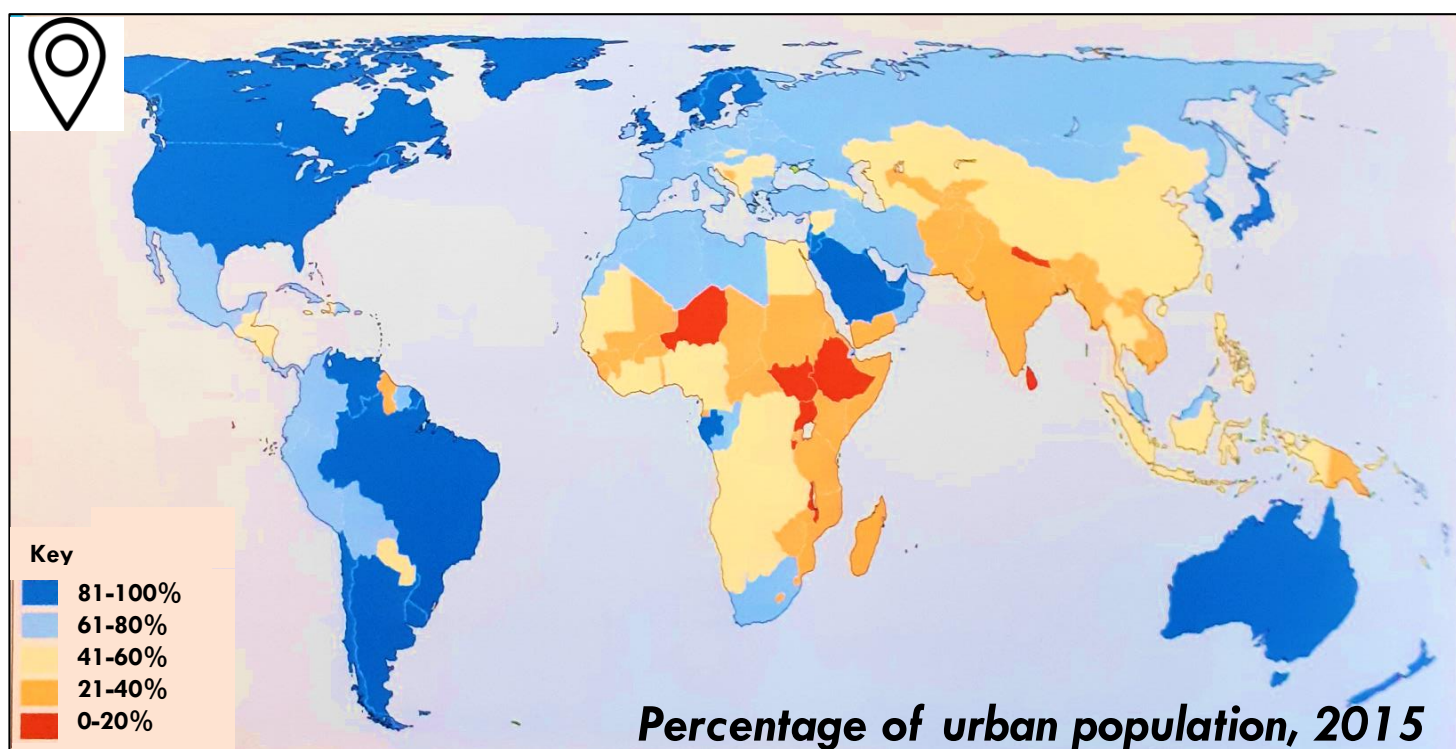


World Maps



Map Key

- HICs
- LIC/NEEs



Key Verbs

Infinitive	Meaning in English
Se détendre	To relax
Écouter	To listen
Être	To be
Lire	To read
Gagner	To win
Manger	To eat
Perdre	To lose
Regarder	To watch
S'entraîner	To train
Sortir	To go out

	Present	Perfect	Imperfect	Simple Future	Conditional
Se détendre	Je me détends	Je me suis détendu(e)	Je me détendais	Je me détendrai	Je me détendrais
Écouter	J'écoute	J'ai écouté	J'écoutais	J'écouterai	J'écouterais
Être	Je suis	J'ai été	J'étais	Je serai	Je serais
Lire	Je lis	J'ai lu	Je lisais	Je lirai	Je lirais
Gagner	Je gagne	J'ai gagné	Je gagnais	Je gagnerai	Je gagnerai
Manger	Je mange	J'ai mangé	Je mangeais	Je mangerai	Je mangerais
Perdre	Je perds	J'ai perdu	Je perdais	Je perdrai	Je perdrais
Regarder	Je regarde	J'ai regardé	Je regardais	Je regarderai	Je regarderais
S'entraîner	Je m'entraîne	Je me suis entraîné(e)	Je m'entraînais	Je m'entraînerai	Je m'entraînerais
Sortir	Je sors	Je suis sorti(e)	Je sortais	Je sortirai	Je sortirais

	Qu'est-ce que tu aimes faire comme passe-temps?/ Préfères-tu sortir avec tes amis ou rester chez toi? Pourquoi?	
1	Pendant mon temps libre,	During my free time,
2	ce que j'aime le plus,	what I like the most,
3	c'est écouter de la musique	is listening to music
4	et traîner avec mes amis.	and training with my friends.
5	Nous adorons jouer au foot ensemble.	We love playing football together.
6	Bien que j'aime sortir avec mes copains,	Although I like going out with my mates,
7	afin de me détendre,	in order to relax,
8	je préfère rester chez moi.	I prefer staying at home.
9	Ça me rend calme.	It makes me calm.

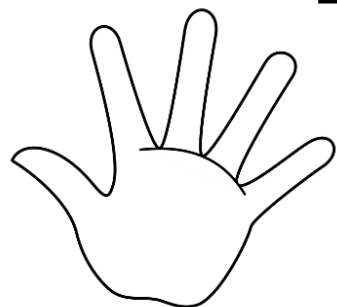
	Qu'est-ce que tu as fait le weekend dernier?	
1	Récemment, je suis sortie	Recently, I went out
2	pour l'anniversaire de ma meilleure amie.	for my best friend's birthday.
3	Avant de manger au nouveau restaurant,	Before eating in a new restaurant,
4	nous avons regardé	we had watched
5	un film d'horreur au cinéma.	a horror film at the cinema.
6	Je n'avais pas peur	I wasn't scared
7	mais mon petit ami l'a détesté.	but my boyfriend hated it.
8	Même s'il pleuvait des cordes,	Even though it was raining cats and dogs,
9	nous nous sommes bien passés.	we had a great time.

Quest for Knowledge – Assessment Cycle Four – French

SPARTANS

	Les exemples	Examples
Subjunctive	<u>Bien que je ne roule pas sur l'or</u> , je dépense beaucoup d'argent en faisant du shopping. <u>Je ne pense pas que ce soit</u> important.	<u>Although I am not made of money</u> , I spend a lot of money shopping. <u>I don't think that it is</u> important.
Pronouns	<u>Mon meilleur ami s'intéresse</u> aux sports. <u>Nous nous entendons</u> comme chien et chat.	<u>My best friend is interested</u> in sport. <u>We don't get on</u> .
Adverbs	<u>D'habitude</u> , je sors avec mes copains. Mes parents me laissent <u>rarement</u> sortir le soir.	<u>Usually</u> , I go out with my friends. My parents <u>rarely</u> let me go out in the evening.
Reasons	Je n'aime pas du tout les westerns <u>car je les trouve trop longs</u> . Je sortirais au cinéma avec mes copains, mais <u>à cause de la pandémie, il faut rester chez soi</u> .	I don't like westerns at all <u>because I find them too long</u> . I would go out to the cinema with my friends, but <u>because of the pandemic, we must stay at home</u> .
Tenses and Time phrases	<u>Quelquefois, j'écoute</u> de la musique rap. <u>Hier, il faisait</u> froid. <u>Demain, je vais faire</u> la fête avec mes copains. <u>À l'avenir, j'irai</u> à un nouveau restaurant.	<u>Sometimes, I listen</u> to rap. <u>Yesterday, it was</u> cold. <u>Tomorrow, I'm going party</u> with my mates. <u>In the future, I will go</u> to a new restaurant.
Adjectives (and comparatives)	Les films sont <u>plus divertissants que</u> les émissions de télé. J'aime les sports <u>autant que</u> les jeux vidéo.	My brother is <u>more hardworking than</u> my sister. I like sports <u>as much as</u> video games.
Negatives	Je <u>ne</u> fais <u>jamais</u> de sports extrêmes. Je <u>ne</u> regarde <u>plus</u> les dessins animés car ils sont enfantins.	I <u>never</u> do extreme sports. I <u>don't</u> watch cartoons <u>anymore</u> because they are childish.
Subordinate clauses	Mon équipe, <u>qui</u> joue au foot, perd le match. Le sport <u>que</u> je préfère, c'est le rugby.	My team, <u>which</u> plays football, lost the match. The sport <u>that</u> I prefer is rugby.



Speaking: Photo cardPALM

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

Key Verbs

Infinitive	Meaning in English
Comer	To eat
Entrenar	To train
Escuchar	To listen
Ganar	To win
Leer	To read
Perder	To lose
Relajarse	To relax
Salir	To go out
Ser	To be
Ver	To watch

	Present	Preterite	Imperfect	Simple Future	Conditional
Comer	Como	Comí	Comía	Comeré	Comería
Entrenar	Entreno	Entrené	Entrenaba	Entrenaré	Entrenaría
Escuchar	Escucho	Escuché	Escuchaba	Escucharé	Escucharía
Ganar	Gano	Gané	Ganaba	Ganaré	Ganaría
Leer	Leo	Leí	Leía	Leeré	Leería
Perder	Pierdo	Perdí	Perdía	Perderé	Perdería
Relajarse	Me relajo	Me relajé	Me relajaba	Me relajaré	Me relajaría
Salir	Salgo	Salí	Salía	Saldré	Saldría
Ser	Soy	Fui	Era	Seré	Sería
Ver	Veo	Vi	Veía	Veré	Vería

	¿Qué te gusta hacer en tu tiempo libre?/ ¿Prefieres salir con tus amigos o quedarse en casa? ¿Por qué?	
1	Durante mi tiempo libre,	During my free time,
2	lo que más me gusta,	what I like most,
3	es escuchar música	is listening to music
4	y entrenar con mis amigos.	and training with my friends.
5	Nos encanta jugar al fútbol juntos.	We love playing football together.
6	Aunque me gusta salir con mis amigos,	Although I like going out with my friends,
7	para relajarme,	in order to relax,
8	prefiero quedarme en casa.	I prefer staying at home.
9	Me hace tranquilo.	It makes me calm.

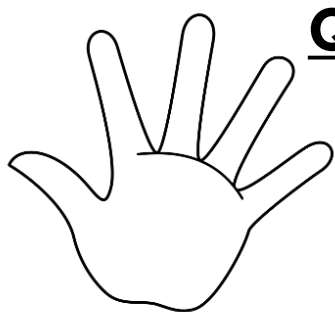
	¿Qué hiciste el fin de semana pasado?	
1	Recientemente, salí	Recently, I went out
2	para el cumpleaños de mi mejor amigo.	for my best friend's birthday.
3	Antes de comer en un restaurante nuevo,	Before eating in a new restaurant,
4	habíamos visto	we had watched
5	una película de terror en el cine.	a horror film at the cinema.
6	No tenía miedo	I wasn't scared
7	pero mi novio la odió.	but my boyfriend hated it.
8	Aunque llovía a cátaros,	Even though it was raining cats and dogs,
9	¡lo pasamos bomba!	we had a great time!.

Quest for Knowledge – Assessment Cycle Four – Spanish

SPARTANS

	Ejemplos	Examples
Subjunctive	<u>Aunque no nade en dinero</u> , gasto mucho dinero en las compras. <u>No pienso que sea</u> importante.	<u>Although I am not made of money</u> , I spend a lot of money shopping. <u>I don't think that it is</u> important.
Pronouns	<u>A mi mejor amigo, le interesa</u> el deporte. <u>Mis amigos y yo salimos</u> cada fin de semana.	<u>My best friend is interested</u> in sport. <u>My friends and I go out</u> every weekend.
Adverbs	<u>Normalmente</u> , salgo con mis amigos. Mis padres me permiten <u>raramente</u> a salir por la noche.	<u>Normally</u> , I go out with my friends. My parents <u>rarely</u> let me go out in the evening.
Reasons	No me gustan nada las películas de vaqueros/oeste <u>porque los encuentro demasiado largos</u> . Saldría al cine con mis amigos, pero <u>en razón de no tengo dinero, hay que quedarme en casa</u> .	I don't like westerns at all <u>because I find them too long</u> . I would go out to the cinema with my friends, but <u>because I have no money, I must stay at home</u> .
Tenses and Time phrases	<u>A veces</u> , escucho la música rap. <u>Ayer</u> , hizo frío. <u>Mañana</u> , voy a ir a una fiesta con mis amigos. <u>En el futuro</u> , iré a un nuevo restaurante.	<u>Sometimes</u> , I listen to rap. <u>Yesterday</u> , it was cold. <u>Tomorrow</u> , I'm going to a party with my mates. <u>In the future</u> , I will go to a new restaurant.
Adjectives (and comparatives)	Las películas son <u>más divertidas que</u> los programas de televisión. Me gustan los deportes <u>tanto como</u> los videojuegos.	Films are <u>more fun than</u> television programmes. I like sports <u>as much as</u> video games.
Negatives	<u>Nunca</u> hago deportes extremos. <u>Ya no</u> veo dibujos animados porque son infantiles.	I <u>never</u> do extreme sports. I <u>don't</u> watch cartoons <u>anymore</u> because they are childish.
Subordinate clauses	Mi equipo, <u>que</u> juega al fútbol, perdió el partido. El deporte <u>que</u> prefiero, es el rugby.	My team, <u>which</u> plays football, lost the match. The sport <u>that</u> I prefer is rugby.



Speaking: Photo cardPALM

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

Quest for Knowledge – Assessment Cycle Four – Citizenship

Writing About Active Citizenship

Stages of the process	Actions
Stage 1 – <i>Deciding on the issue.</i> Identification Phase	<ul style="list-style-type: none"> • Year group decided democratically on issue by voting.
Stage 2 – <i>Researching the issue.</i> Research Phase	<ul style="list-style-type: none"> • Watched BBC news report on food poverty (conducted secondary research). • Visited the Trussell Trust website (secondary research). • Conducted interviews with the Trussell trust leaders (conduct primary research). • We read a Parliamentary report on poverty from 2020. • We found out that 14 million people live in poverty, including 4.5 million children. • 1,200 Trussell Trust food banks in the UK. • 1.9 million food parcels provided in 2019.
Stage 3 – <i>Planning out action.</i> Planning Phase	<ul style="list-style-type: none"> • From research, we realised we would have to raise money as well as products. • From research, we discovered what products were vital to collect (alongside non-perishables, sanitary products and clothing). • In order to get the support of Head of School, student ambassadors lobbied him with a letter. • Dr Dale became an advocate for our cause (speaking to Mr Lee and other staff members). • External stakeholders (e.g. parents) were made aware through the use of a letter. • Head of School shared it on academy website/newsletter for publicity to spread awareness. • We decided to do it before Christmas because this was when food was needed the most and when stocks are low for food banks.
Stage 4 – <i>Taking action</i>	<ul style="list-style-type: none"> • Food collected over course of 2 weeks by students • Food was delivered to the Smethwick Trussell Trust food bank. • Sponsored walk completed and funds collected. • 5 miles walked.
Stage 5 – <i>Measuring impact</i>	<ul style="list-style-type: none"> • Total money raised: • Total food collected – 2 tonnes of food • This created approximately 150 food parcels. • Number of students who completed sponsored walk was 250.
Stage 6 – <i>Evaluation</i>	<ul style="list-style-type: none"> • Could students have collected more food or raised more money? • Could the collection process have lasted longer thus allowing more food to be collected? Could it have started in September or October? • Was the research stage robust and up to date enough? One clip we used was from 2015. Do we need to use more tutor time to raise awareness? • Was the campaign far reaching enough? Could we have gathered more food from more pupils and the local community? Could we have contacted the other schools in the trust? • If we could campaign differently – what would we do? Should we have involved the local press? • Skills developed = advocacy, lobbying, planning • Whilst we managed to collect 2 tonnes of food, we didn't collect any clothing as this was much more difficult to collect.

Quest for Knowledge – Assessment Cycle Four – Citizenship
Writing About Active Citizenship

Stages of the process	Actions
Stage 6 – Evaluation	<ul style="list-style-type: none">• What Citizenship skills have you developed?1. Empathy and communication skills.2. Fundraising skills.3. Participation – active citizenship skills – Sponsored Walk.4. Research skills – finding out about food poverty.5. Better understanding about the use of social media.6. Deeper understanding around charitable activity.

Quest for Knowledge – Assessment Cycle Four – Citizenship

Answering the Exam Questions

Exam Question	Example Answers
<p>1</p> <p>Identify one group you worked with when carrying out the investigation and state how they assisted you. (2 marks)</p>	<p>Parents and carers at Q3 Langley helped us by giving food for the food bank (<i>You must make reference to a group not an individual or website</i>). We also had a visit from a speaker who had organised and run the first Trussell Trust Food Bank in Birmingham.</p>
<p>2</p> <p>Describe how you resolved one problem you faced when carrying out your investigation. (4 marks)</p>	<p>One problem I had during the ‘Taking Action’ phase of my investigation was how to communicate the need for products to a wide audience. This problem was solved as the key campaign message was included in the Q3 Langley newsletter and Twitter account. This led to more than 2 tonnes of items being donated.</p>
<p>3</p> <p>Evaluate the success of your citizenship action. (6 marks)</p>	<p>Our Citizenship Action aimed to (a) raise a significant amount of food and money for the local food bank; (b) improve understanding of food banks and those that need them and (c) to develop citizenship skills such as researching; advocacy and evaluation.</p> <p>We were very successful in part (a) as we collected over 2 tonnes of products which kept the food bank stocked for 2 weeks., as well as raising funds for the food bank as well. However, this is a short term solution and wouldn’t help in the long term as the food would last just a few weeks. Part (b) was successful too, as I learnt that over 1 million people use food banks and the reasons people need them (low income jobs; a sudden catastrophic incidents like losing employment). However, we could have examined more resources and developed a more rounded picture of food poverty in Britain in 2022. Finally, part (c) was partly successful, as I did have the opportunity to be an advocate for those in need and conducted some research. However, the scope of my support was local and to have a greater impact I’d need to support a campaign on a bigger scale. The sponsored walk raised a significant amount of money that the foodbank can now spend.</p>
<p>4</p> <p>Identify and explain one improvement you could make to your citizenship action. (2 marks)</p>	<p>One improvement I could make to my campaign is ensuring the statistics I used were as current as possible, this would give me a more accurate picture of the level of food poverty in the UK. This could be achieved by contacting the Trussell Trust for their most recent data.</p>

Quest for Knowledge – Assessment Cycle Four – Citizenship **Answering the Exam Questions**

Exam Question	Example Answers
<p>5 Analyse how your research helped you carry out your investigation. Give reasons for your answer.</p> <p>Your answer should refer to:</p> <ul style="list-style-type: none"> • The nature and range of research you undertook. • The results of your research (12 marks) 	<p>I looked at a range of secondary data including the RTL news report and Trussell Trust Websites. These sources of information were useful as they outlined key ideas about why people use food bank and the scale of food bank use. Over 1 million people used food banks in 2019 and last year the Smethwick Food Bank provided over 30,000 meals to those in need.</p> <p>This then helped me to plan my campaign by communicating these hard-hitting facts and using the Trussell Trust website to identify the key product that were needed e.g. Big Soup, pasta.</p> <p>This was then communicated to parents and carers, leading to appropriate donations that would support those in need.</p> <p>The research utilised by primary and secondary sources of data but some of the info I used may not have been the most up to date information. To improve the quality of research I could have interviewed people that use food banks, to get a more in-depth understanding of the issues faced. This would have helped make my campaign better informed and more effective in tackling food poverty.</p>



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

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