

Q3 Academy Langley

Quest for Knowledge Booklet

Year 8 – 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.

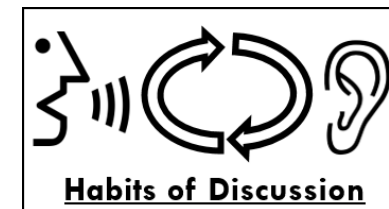
Strategies to use your Quest for Knowledge effectively:

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. ' weather ' = 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 .		

Useful Vocabulary When Exploring Poetry

Word Bank:

[illegible]

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.
Decastich	A poem of 10 lines.
Elegy	A poem of lamentation or mourning for the loss of someone or something.

Oral Alliterative Sounds

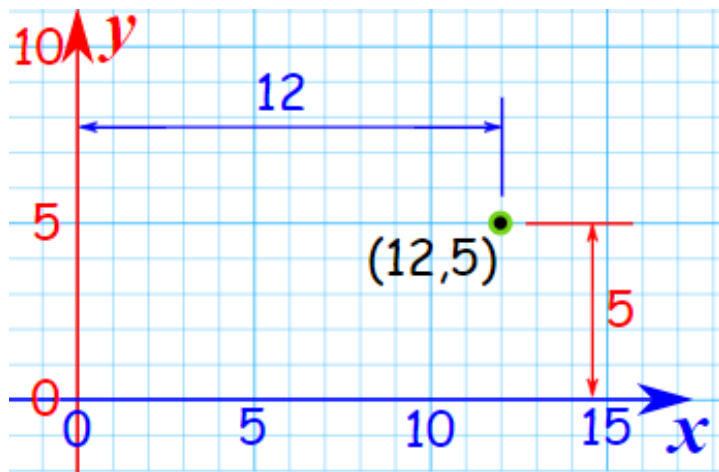
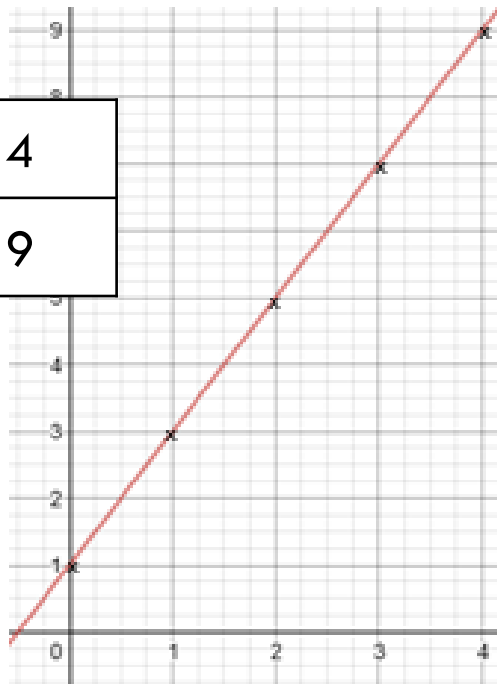
When writers use alliteration, sibilance or assonance, the repetition of certain letters (or sounds) can convey specific feelings or themes within the poem.

Below is a list of different alliterated sounds and what they could potentially be conveying to us as readers.

Type of oral sound:	Letters (or phonics) that are used:	What it could convey:	Poems studied that use this type of sound:
Plosives	P, B, T, K, D and 'G'.	Letters and sounds that create an abrupt and sharp sound. Plosives are often used to reflect anger or violence in a poem.	
Sibilance	S, SH, Z	Sibilance creates a hissing noise. Can be used to create a sinister tone, but can also be used to create a sensual and seductive tone.	
Fricatives	F, PH, TH, V	Fricatives are closely linked with sibilants, which means they can create a similar tone. However, they can also be paired with plosives to create a hushed and violent mood.	
Liquid	L	The repeating of the letter L creates a 'liquid' sound. This can be used to create a sense of light or quick movement, like water!	

Poetry - Context

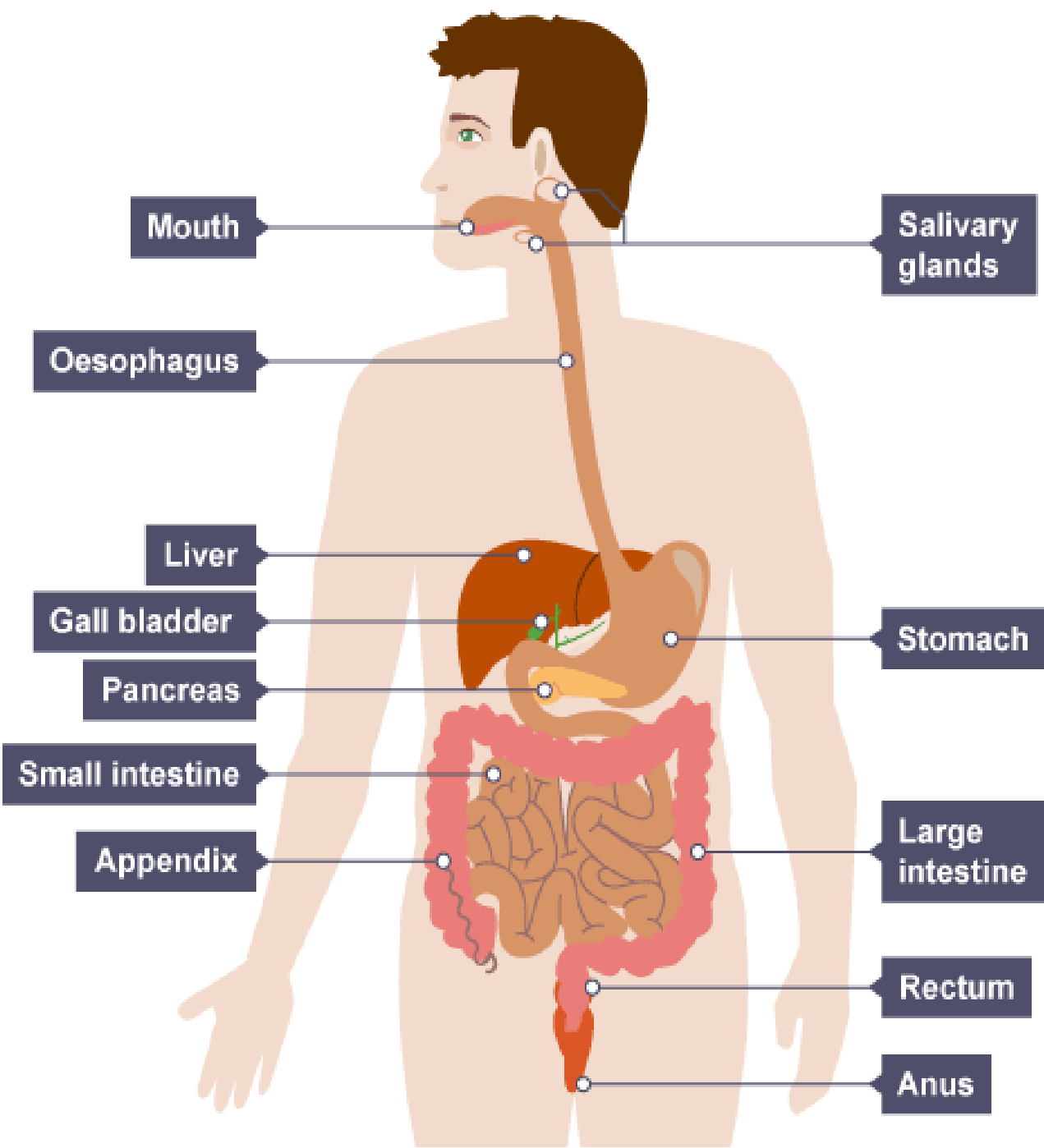
Poet	Context information on the poet	Why did they write the poem?
William Shakespeare- Sonnet V (1609) <i>A Midsummer Night's Dream</i> (1600)	<p>Shakespeare was well known as the Bard, due to his talents in written verse, shown in his poetry and plays from the early modern period. His work focalised on societal issues, shown in the varying themes throughout his works.</p>	<p>Sonnet V is one of the 154 Sonnets written by William Shakespeare. In the Sonnet, Shakespeare likens the process of human aging to that of the changing of the seasons.</p> <p>A Midsummer Night's Dream is one of Shakespeare's most popular plays. In Act V, Scene 1, reference is made to the myth of Pyramus and Thisbe. This myth inspired Romeo and Juliet, as the two lovers both commit suicide in this tragedy, as a result of their devotion to one another.</p>
Maya Angelou- <i>Caged Bird</i> (1983)	<p>Angelou was an American poet known for her role as a civil rights activist, who promoted the equal rights of African Americans.</p>	<p>Angelou's poem tells the tale of two birds: a free bird and a caged bird. The poem is an allegory for the treatment of African-Americans during the 20th Century, with the caged bird representing African-Americans.</p>
Alfred Lord Tennyson - <i>The Charge of the Light Brigade</i> (1854)	<p>Tennyson is a well-known Victorian poet. As a child, he witnessed his father and siblings experience mental breakdowns and began writing poetry from a young age.</p>	<p>As Poet Laureate, Tennyson was asked to write about the glorious sacrifice of the soldiers in the Crimean war, using an eye-witness account that he had read. It was written to memorialise or remember the devastating effects of the cavalry charge.</p>
Choman Hardi - <i>The Penelopes of My Homeland</i> (2004)	<p>Born in southern Kurdistan but forced to flee due to her motherland being war-torn; Hardi settled in the UK in 1993.</p>	<p>Al-Anfal was part of a campaign of genocide by Saddam Hussein's Iraqi government, where up to 100,000 were killed. With the allusion to the myth of Penelope and Odysseus, the poem may be focusing on the wives of the Kurdish men who were taken and killed during Al-Anfal.</p>
Carole Satyamurti <i>I Shall Paint My Nails Red</i> (1990)	<p>Satyamurti was a woman of many talents – a poet, translator, professor, and sociologist. Her contemporary British poetry focuses on subjects that deal with the lived experiences of a woman, identity crisis, suffering, and social processes.</p>	<p>Satyamurti's poem can be considered to be in touch with the sensibilities of 21st-century feminism.</p>
Sir Walter Raleigh <i>On the Life of Man</i> (1525)	<p>Raleigh was an English adventurer, writer and nobleman. After growing close to Elizabeth I during his time in the army, Raleigh was knighted in 1585. Many of his poetry encapsulated Renaissance living and was made to favour Elizabeth I.</p>	<p>In his poem, Raleigh focuses on the popularised belief in the Seven Ages of Man during the early modern era. This relates to the inevitability of death and how a person must go through the following stages in life: infancy, schoolboy, teenager, young man, middle aged, old aged, before dotage and death ensues.</p>
Christina Rossetti <i>Remember</i> (1862)	<p>Rossetti's poetry was preoccupied with themes relating to societal issues such as mortality, poverty, gender and other aspects regarding Victorian culture.</p>	<p>This poem focuses on grief, told from the person who has died, instead of being from the perspective of the mourner. This poem focuses on remembrance and mourning.</p>

Key Term	Definition/Examples												
<div>Co-ordinates</div> <div>Hegarty Maths – 199</div>	<p>A way to pinpoint where you are on a graph by how far along and how far up or down the point is.</p> <p>A co-ordinate is in the form of (x, y), where the x value is how far you go left or right, and the y value is how far you go up or down.</p> <div></div> <p>Example: the point $(12, 5)$ is 12 units along, and 5 units up.</p>												
<div>Plotting Linear Graphs</div> <div>Hegarty Maths – 205-209</div>	<p>For every liner 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 $y = 2x + 1$</p> <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>$y = 2(1) + 1$</div><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>Gradient</div> <div>Hegarty Maths – 201-204</div>	<p>A measure of the slope of a line.</p> <p>On a co-ordinate plane, the gradient of the line through the points (x_1, y_1) and (x_2, y_2) is defined as $\frac{y_2 - y_1}{x_2 - x_1}$.</p> <p>The gradient may be positive, negative or zero depending on the values of the coordinates.</p>												

Key Term	Definition/Examples
<p>The Equation of a Straight Line Hegarty Maths – 210-213</p>	<p>The equation of a line is, $y = mx + c$ Where m is the gradient and c is the y-intercept.</p>
<p>y-intercept Hegarty Maths – 210-211</p>	<p>The y-intercept of a function is a point where its graph would meet the y-axis.</p> <p>The x-coordinate of any point on the y-axis is 0 and we use this fact to find the y-intercept.</p> <p>The y-intercept of a function is of the form (0, y). Thus, the method to find the y-intercept is substitute $x=0$ and solve for y.</p>
<p>Parallel Lines Hegarty Maths – 214</p>	<p>Lines on a plane that never meet. They are always the same distance apart.</p> <p>These lines will always have the same gradient (as they are parallel).</p>
<p>Perpendicular Lines Hegarty Maths – 214-215</p>	<p>Lines that are at right angles (90°) to each other.</p> <p>The gradients of perpendicular lines will be the negative reciprocal of one another.</p> $m_1 \times m_2 = -1$

Key Term	Definition
Carbohydrates	The body’s main source of energy. There are two types: simple (sugars) and complex (starch).
Protein	Nutrient your body uses to build new tissue for growth and repair. Sources are meat, fish, eggs, dairy products, beans, nuts and seeds.
Stomach	A sac where food is mixed with acidic juices to start the digestion of protein and kill microorganisms.
Small Intestine	Upper part of the intestine where digestion is completed and nutrients are absorbed by the blood.
Large Intestine	Lower part of the intestine from which water is absorbed and where faeces are formed.
Gut Bacteria	Microorganisms that naturally live in the intestine and help food break down.
Vitamins and Minerals	Micro nutrients that are needed in small amounts to keep the body healthy.
Calcium	A mineral needed to ensure strong teeth and bones.
Iron	A mineral that is important for red blood cells.
Vitamin A	A vitamin needed for good vision and healthy skin.
Vitamin B	A vitamin that helps to release energy from foods.
Vitamin C	A vitamin that helps to absorb iron. It also boosts your immune system and helps to protect cells.
Vitamin D	A vitamin that helps the body to absorb calcium. It ensures strong teeth and bones.
Enzymes	Substances that speed up the chemical reactions of digestion.
Dietary Fibre	Parts of plants that cannot be digested, which helps the body eliminate waste.
Lipids (fats and oils)	A source of energy. Found in butter, milk, eggs, nuts.

Digestion



After we swallow, our food passes through these organs in turn:

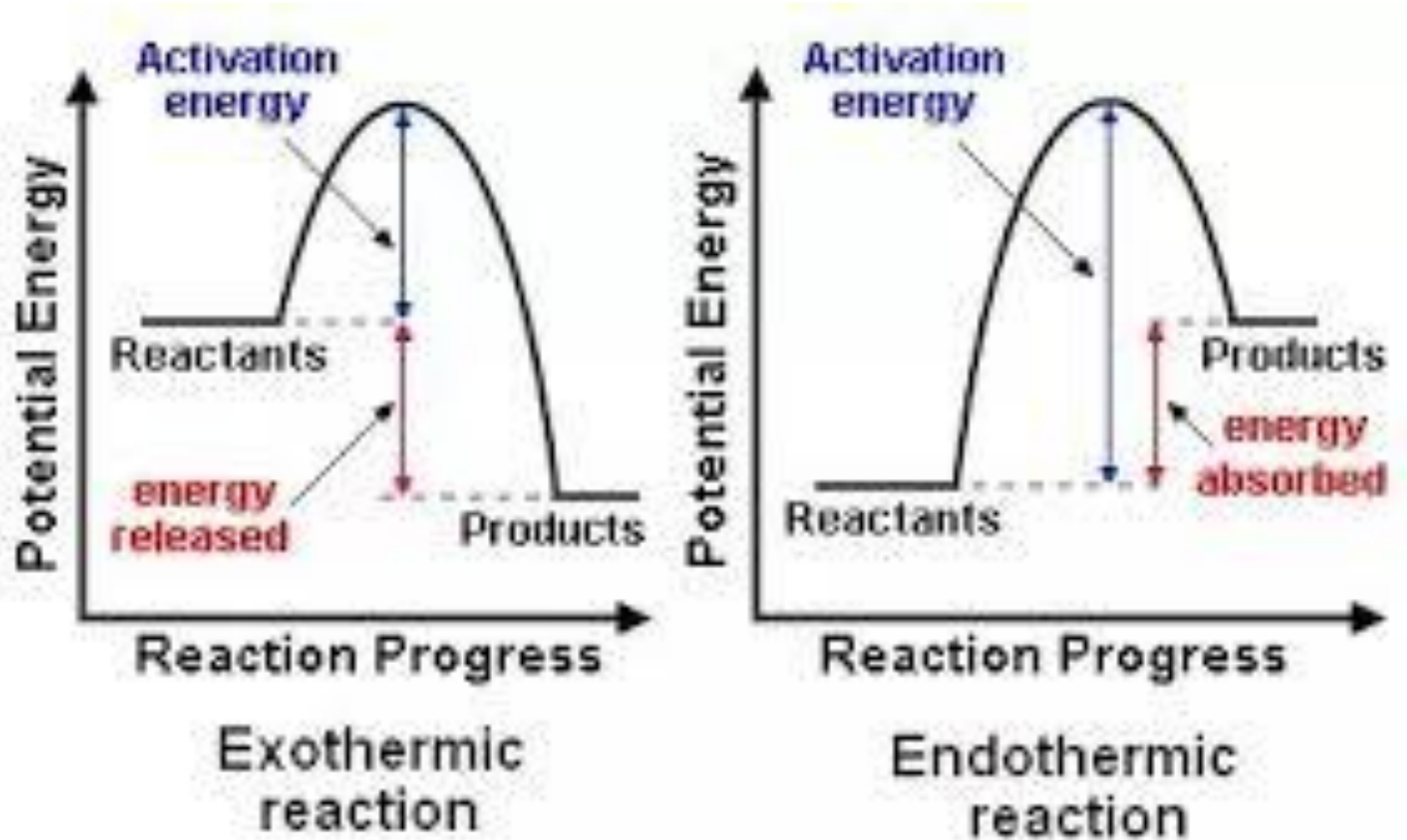
oesophagus or gullet → stomach → small intestine → large intestine

Different things happen to food as it passes through the digestive system:

- food is digested in the mouth, stomach and small intestine;
- digested food is absorbed into the bloodstream in the small intestine;
- excess water is absorbed back into the body in the large intestine;
- any undigested food passes out of the anus as faeces when we go to the toilet.

Enzyme	What it digests	Where it is found	Extra Information
Amylase	Starch into sugar.	Mouth.	It is found in the saliva.
Protease	Protein into amino acids.	Stomach and small intestine.	Stomach acid provides the right pH for protease to work.
Lipase	Lipids (fats and oils) into fatty acid and glycerol.	Small intestine.	Bile from the liver breaks the fat into small droplets.

Key Term	Definition
Work	The transfer of energy when a force moves an object. Measured in Joules.
Lever	A type of machine that is a rigid bar that pivots about a point.
Moment	A moment is the turning effect of a force. Moments act about a point in a clockwise or anticlockwise direction. The point chosen could be any point on the object, but the pivot - also known as the fulcrum - is usually chosen.
Displacement	The distance an object moves from its original position.
Deformation	When an elastic object is stretched or squashed, which requires work.
Fluid	A substance with no fixed shape; a gas or a liquid.
Pressure	The ratio of force to surface area. Measured in N/m^2 .
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.
Atmospheric Pressure	The pressure caused by the weight of the air above a surface.
Fuel	Stores energy in a chemical store which it can release as heat.
Chemical Reaction	A change in which a new substance is formed.
Physical Change	One that changes the physical properties of a substance, but no new substance is formed (e.g. ice melting).
Reactants	Substances that react together; shown before the arrow in an equation.
Products	Substances formed in a chemical reaction; shown after the reaction arrow in an equation.
Conserved	When the quantity of something does not change after the process or reaction takes place.



Key Term	Definition
Exothermic Reaction	A reaction in which energy is given out, usually as heat or light.
Endothermic Reaction	A reaction in which energy is taken in, usually as heat.
Chemical Reaction	A chemical reaction happens when particles collide. This breaks bonds between atoms and molecules so that new bonds can form between the particles in the products. Energy is required to allow these bonds to form, but energy cannot be created or destroyed. Instead, it is transferred from one form to another.
Chemical Bond	The force that holds atoms together in molecules.
Activation Energy	The activation energy describes the minimum amount of energy required for the particles to collide and start the reaction.

Quest for Knowledge – Assessment Cycle Four – Science

The Periodic Table

The Periodic Table

1	2	Key																3	4	5	6	7	0				
		relative atomic mass atomic symbol name atomic (proton) number																1 H hydrogen 1									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.

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.



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 1912.</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.



Source Content – Describe what you can see in the ‘Deaths Dispensary’ sketch.

Nature

Origin

“Death’s Dispensary” a **sketch** drawn by **George John Pinwell** in **1866**.

Provenance - NOP

How did the will of the people become so important in society?

Cycle Four Timeline

<u>Law/Event</u>	<u>Date</u>	<u>Meaning</u>
First Industrial Revolution	1760	The First Industrial Revolution begins around 1760 in the textile industry in Great Britain.
Peterloo Massacre	1819	60,000 working class people marched to St Peter's Field in central Manchester to demand political reform.
Metropolitan Police Force	1829	The Home Secretary, Robert Peel, established the Metropolitan Police Force for London.
The Great Reform Act	1832	In 1832, Parliament passed a law changing the British electoral system. This was a response to many years of people criticising the electoral system as unfair.
The Factory Act	1833	In 1833, the Government passed a Factory Act to improve conditions for children working in factories.
Slavery Abolished	1833	Slavery is abolished in the British Empire.
The Poor Law	1834	The Poor Law was passed in order to create workhouses for the destitute.
Indian Mutiny	1857	A major, but ultimately unsuccessful, uprising in India in 1857–58 against the rule of the British East India Company.
National Union of Women's Suffrage	1897	In 1897, Millicent Fawcett founded the NUWSS to fight for women to have the vote.
British Women's Social and Political Union (WSPU)	1903	Established by Emmeline Pankhurst, members of this group were termed suffragettes and were willing to undertake militant action and break the law.
Cat and Mouse Act	1913	This act allows authorities to temporarily release suffragettes on hunger strike, and then re-arrest them once they have recuperated.
Death of Emily Davison	1913	Emily Wilding Davison is killed after she steps out in front of the King's horse at Epsom Derby. She intended to disrupt the Derby for the suffrage cause, though her exact motives are unknown.
The Representation of the People Bill	1918	The Representation of the People Bill is passed, allowing women over the age of 30 and men over the age of 21 to vote. Women have to be married to or a member of the Local Government Register.
The Representation of the People Act	1928	The Representation of the People Act entitles everyone over the age of 21 to vote.

How did the will of the people become so important in society?

Week 1 – The Great Exhibition	
Key Words	Description
The Great Exhibition - 1851	The Great exhibition was a platform to reflect the 'greatness' of Britain..
Prestige	Widespread respect and admiration felt for someone or something on the basis of their achievements or quality.
Industrialisation	<i>The process and development of industries in a country or region on a wide scale.</i>
What the Great Exhibition showcased:	<ul style="list-style-type: none"> • New British inventions; • New and upcoming forms of transportation; • Valuables gained from the British Empire such as; The Koh I Noor diamond; • New technological advances; • New cultural items.
Accessibility	The exhibition was a great way to show how all different people were able to access British culture and excellence with the entry fee being 1 shilling.

Week 1 – The Industrial Revolution	
Key Words	Description
Industrial Revolution	The transition to new manufacturing processes in Europe and the United States, in the period from about 1760 to sometime between 1820 and 1840.
Suffrage	The right to vote in political elections.
Constituency	An area represented in Parliament by an elected MP.
Rotten Borough	Boroughs with small numbers of voters who could be bribed. Votes could be sold to the highest bidder.
Rural	A rural area or countryside is a geographic area that is located outside towns and cities.
Urban	An urban area is the region surrounding a city. Most inhabitants of urban areas have non-agricultural jobs.

How did the will of the people become so important in society?

Week 1 – The Industrial Revolution continued			
Factor	1750	1900	
Population	11 million	40 million	
People Living in Towns	13%	87%	
Life Expectancy	Men 31 Women 33	Men 45 Women 48	

Factor	1750	1825	1900
Population	11 Million	21 Million	40 million
Travel	By Boat, horse or foot.	Canals built and roads improved.	Railways all over Britain.
Work	Farming was the most common job.	Farmers and Coal and iron workers.	Steam powered machinery, ran by workers.
Living Conditions	Nobody knew about germs or dirt making them ill.	Over crowded towns led to killer diseases.	Water was piped into towns and streets cleaned.
Health and Medicine	Killer diseases such as small pox. Operations were held with patients awake.	A doctor found a way to stop people catching small pox.	Doctors could stop many killer diseases from being caught and knew how to put people to sleep to operate.

Week 2	
Key Words	Description
Urbanisation	The process of making an area more urban.
Sanitation	Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.
Slums	A squalid and overcrowded urban street or district inhabited by very poor people.
Laissez-Faire	The policy of leaving things to take their own course, without interfering.
Cholera	An infectious and often fatal bacterial disease, typically contracted from infected water supplies.
10,000	The number of Londoners who were killed by the disease between 1853 – 1854.
Reformer	A person who makes changes to something in order to improve it (e.g. <i>Joseph Chamberlain</i>).

How did the will of the people become so important in society?

Week 3

Key Words	Description
Factories	A building or group of buildings where goods are manufactured or assembled chiefly by machine.
Overseers	A person who supervises others, especially workers.
Working Conditions	Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment.
Child Labour	The employment of children in an industry or business, especially when illegal or considered exploitative.
Legislation	The process of making or enacting laws.
Scavengers	Scavengers had to pick up the loose cotton from under the machinery. This was extremely dangerous as the children were expected to carry out the task while the machine was still working.
The Age of Reform	The Victorian age has often been called 'The Age of Reform' and much of the legislation that passed through Parliament at the time, successful or unsuccessful, was aimed at reform, including bills relating to Parliament itself.
The 1833 Factory Act	<p>The government passed the Factory Act to improve conditions for children working in factories. The basic act was as follows:</p> <ul style="list-style-type: none"> • No child workers under nine years old; • Children of 9-13 years to work no more than nine hours a day; • Children of 13-18 years to work no more than 12 hours a day; • Children are not to work at night; • Two hours schooling each day for children; • Four factory inspectors appointed to enforce the law.

Week 4

Key Words	Description
Slave	A person who is the legal property of another and is forced to obey them.
Middle Passage	The journey undertaken by slave ships from West Africa to the West Indies.
Abolitionist	An abolitionist was someone who wanted to end slavery.
Boycott	To stop buying or using goods or services in protest.
1807	Britain made the slave trade illegal.
1833	Britain made owning slaves illegal in Britain and their colonies and made some other countries agree to this too.

How did the will of the people become so important in society?

Week 5	
Key Words	Description
The French Revolution	The French Revolution was a period of time in France when the people overthrew the monarchy and took control of the government. The French Revolution lasted 10 years from 1789 to 1799.
Peterloo Massacre	The Peterloo Massacre happened at St Peter's Field, in Manchester on 16 August 1819.
80,000	Number of people gathered prior to the massacre.
Massacre	An indiscriminate and brutal slaughter of many people.
The Representation of the People Act 1832	This legislation was issued as a response to many years of people criticising the electoral system as unfair. Known as the first Reform Act or Great Reform Act.
Chartism	A UK parliamentary reform movement of 1837–48, the principles of which were set out in a manifesto called <i>The People's Charter</i> .
The People's Charter	In 1938 the People's Charter was written containing the following six demands for further political reform: <ul style="list-style-type: none"> • <i>Universal male suffrage;</i> • <i>Equal electoral districts;</i> • <i>Removal of property qualifications for MPs;</i> • <i>Payment of MPs;</i> • <i>Secret ballot;</i> • <i>Annual elections.</i>
Petition	A formal written request, typically one signed by many people, appealing to authority in respect of a particular cause.
1848	It was claimed, the last great Chartist petition had six million signatures. The plan was to deliver it to Parliament after a peaceful mass meeting on Kennington Common in London.

Week 6	
Key Words	Description
British Empire	The British Empire comprised of Britain, the 'mother country', and its colonies. At its peak, the British Empire governed 25% of the world's landmass, and 20% of its population.
Conquest	To take control of a place or people by military force.
Colony	A country or area under the full or partial political control of another country and occupied by settlers from that country.

How did the will of the people become so important in society?

Week 6 continued	
Key Words	Description
Mutiny	An open rebellion against the proper authorities, especially by soldiers or sailors against their officers.
Independence	Independence is a condition of a person, nation, country, or state in which its residents and population, or some portion thereof, exercise self-government, and usually sovereignty, over the territory.
Self-Determination	The process by which a country determines its own statehood and forms its own government.

Week 8	
Key Words	Description
Suffrage	The right to vote in political elections.
Electorate	All the people in a country or area who are entitled to vote in an election.
Satire	The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices.

Week 9	
Key Words	Description
Suffragette	A campaigner for women's suffrage willing to undertake militant action and break the law.
Suffragist	A campaigner for women's suffrage who believe in peaceful, constitutional methods.
National Union of Women's Suffrage	In 1897, Millicent Fawcett founded the NUWSS to fight for women to have the vote. She felt that any violence would persuade men that women could not be trusted to have the right to vote and therefore she promoted peaceful tactics.
50,000	The number of members the NUWSS had by the outbreak of the First World War.
British Women's Social and Political Union (WSPU)	Established in 1903 by Emmeline Pankhurst, members of this group were termed suffragettes.
Representation of the People Act 1918	In 1918, the Representation of the People Act granted the vote to women over 30 who were also householders, the wives of householders, owners of property worth over £5 or university graduates. The Act also granted the franchise to all men over the age of 21.
Equal Franchise Act 1928	In 1928, the Equal Franchise Act was passed, granting women aged 21 and over the vote.

What are the opportunities and challenges of urbanisation and development?

Week 1	
Key Words	Description
Urbanisation	The growth in the proportion of a country's population living in urban area.
High-Income Countries (HICs)	More economically developed countries e.g. U.K.; Germany; Japan.
Low Income Countries (LICs)	Countries that are less economically developed, e.g. Nepal; Ethiopia; Afghanistan.
Newly Emerging Economy (NEE)	These are countries where economic development is increasing very rapidly. E.g. Brazil; China; Russia; India.
Rural	A countryside area with low population density and with limited services.
Urban	A town or city area with high population density and a wider range of services.
Megacity	An urban area with over 10 million people living there.
World city	A city which has influence over the whole world in relation to finance; culture; transport links or media. E.g. London; Tokyo; New York.
Industrial Revolution	The transition to new manufacturing processes in Europe and the United States, in the period from about 1760 to sometime between 1820 and 1840.
Quality of Life	How good people's lives are; linked to health care; income; employment; etc.

Week 2	
Key Words	Description
Counter-urbanisation	When large numbers of people move from urban areas into surrounding countryside or rural areas.
Internal population growth	When there are more births than deaths in a city.
Population density	The number of people per unit of area, usually quoted per square kilometre.
Ethnically diverse	When a country or city has people from many different cultures.
Congestion	When vehicles travel slower because there is too much traffic on the roads.
Colonial times	A period in a country's history when it was subject to administration by a colonial power.

What are the opportunities and challenges of urbanisation and development?

Rural-urban migration	The process of moving from countryside areas into towns and cities.
Urban sprawl	The unplanned growth of urban areas into the surrounding rural areas.
Slum/ Squatter settlement	An area of (often illegal) poor-quality housing, lacking in services like water supply, sewerage and electricity.
Central Business District (CBD)	The town centre which contains a range of shops; entertainment; restaurants and offices.

Week 3	
Key Words	Description
Push factors	Negatives that encourage people to leave an area, e.g. lack of jobs.
Pull factors	Positives that encourage people to go to an area, e.g. availability of jobs.
Rural	A countryside area with low population density and with limited services.
Urban	A town or city area with high population density and a wider range of services.
Economic	To do with wealth, business and jobs.
Inner City	The area of city surrounding the CBD. Often contains terraced housing; factories and has limited space.
Suburbs	The area around the outside of the inner city. Often contains semi-detached and detached housing; parkland and has more space.
Suburbanisation	The process of moving to the suburbs from the inner city to the suburbs.
Urban growth	The speed at which towns and cities are growing.
Re-urbanisation	The movement of people back into urban areas.

Week 4	
Key Words	Description
Development	When a country is improving.
Quality of Life	How good people's lives are; linked to health care; income; employment; etc.
Human Development Index	A method of measuring development where GDP per capita, life expectancy and adult literacy are combined to give an overview.

What are the opportunities and challenges of urbanisation and development?

Key Words	Description
Birth rate	The number of live babies born per thousand of the population.
Death rate	The number of deaths born per thousand of the population.
Life expectancy	The average age someone can expect to live to.
Infant mortality rate	The number of babies born who die under 1 year old per thousand of the population.
Literacy rate	The percentage of adults that can read and write.
Primary Industry	The extraction of raw materials from the land, rivers or the sea.
Secondary Industry	The manufacture of goods using raw materials.

Week 5	
Key Words	Description
Exports	Goods and services sold by one country and bought by another country.
Gross National Income (GNI)	A measurement of global activity calculated by dividing the gross (total) national income by the size of the population.
Globalisation	A process that creates a more connected world, with an increase in the global movements of goods (trade) and people (migration & tourism).
Trans-National Companies (TNCs)	A company that has operations (factories, offices, research and development, shops) in more than one country.
A land-locked country	A country that is only bordered by land.
Development Indicator	A measure that helps you find out how developed a country is.
Fair Trade	Producers in LICs are given a better price for their goods such as cocoa, coffee and cotton.
Tariffs	Taxes paid on imports.
Quotas	Limits on the number of goods that can be imported.
Trading groups	Countries that group together to increase trade.

What are the opportunities and challenges of urbanisation and development?

Week 6

*** Revise from your Revision Materials for your Cycle 4 Assessment next week***

Week 7

Key Words	Description
Demographic Transition Model (DTM)	This shows the changes over time of a country's population.
Natural Increase	The birth rate minus the death rate of a population.
Immigration	When people move to a country.
Emigration	When people leave a country.
Population pyramid	A graph that shows the number of males and females of different age groups.
The dependency ratio	The proportion of people who are dependent on the working population.
A young population	A population pyramid that has a very wide bottom and a very narrow top.
An aging population	A population pyramid that has a very narrow bottom and a very wide top.
Short term aid	Emergency help often in response to a natural disaster.
Long term aid	Sustainable aid that aims to build resilience.

Week 8

Key Words	Description
Ghana	A country in West Africa which borders the Atlantic Ocean.
Climate graph	A graph that displays yearly temperature and precipitation for a place.
Food security	When people have access to enough nutritious food to stay healthy.
Drought	When there is not enough water available.
Famine	When there is not enough food available.
Over-grazing	When there is too much livestock for the land that is being farmed.
Global Hunger Index	The number of people lacking enough food.
Organic farming	Using only natural processes to return nutrients to the soil.
Intensive farming	To produce as much food as possible from a small piece of land.
Hydroponics	A method of growing plants without soil.

Key Verbs

Infinitive	Meaning in English
S'entendre (avec)	To get on (with)
Avoir	To have
Être	To be
Aider	To help
Conseiller (de)	To advise (to)
Se marier	To get married
Donner	To give
Se disputer (avec)	To argue (with)
S'amuser	To have fun
Recevoir	To get – to receive

	Present	Perfect	Imperfect	Simple Future	Conditional
Infinitive (same verb as above)	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>	<i>First person singular</i>
S'entendre	Je m'entends	Je me suis entendu(e)	Je m'entendais	Je m'entendrai	Je m'entendrais
Avoir	J'ai	J'ai eu	J'avais	J'aurai	J'aurais
Être	Je suis	J'ai été	J'étais	Je serai	Je serais
Aider	J'aide	J'ai aidé	J'aidais	J'aiderai	J'aiderais
Conseiller	Je conseille	J'ai conseillé	Je conseillais	Je conseillerai	Je conseillerais
Se marier	Je me marie	Je me suis marié(e)	Je me mariais	Je me marierai	Je me marierais
Donner	Je donne	J'ai donné	Je donnais	Je donnerai	Je donnerais
Se disputer	Je me dispute	Je me suis dispute(e)	Je me disputais	Je me disputerai	Je me disputerais
S'amuser	Je m'amuse	Je me suis amusé(e)	Je m'amusais	Je m'amuserai	Je m'amuserais
Recevoir	Je reçois	J'ai reçu	Je recevais	Je recevrai	Je recevrais

Quest for Knowledge – Assessment Cycle Four – French

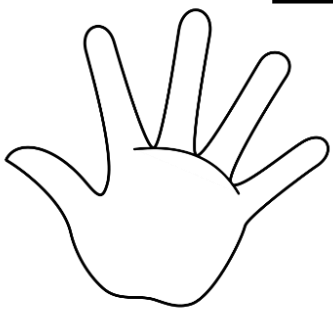
Key Questions

	Comment est ta famille ? Qu'est-ce que tu as fait récemment pour aider à la maison ?	
1	Dans ma famille, il y a ma mère, mon père, ma sœur et moi.	In my family, there is my mum, my dad, my sister, and me.
2	Mon père est grand et amusant	My dad is tall and funny
3	et ma mère a les yeux bleus et les cheveux blonds .	and my mum has blue eyes and blonde hair .
4	Je me dispute beaucoup avec ma sœur car	I fight a lot with my sister because
5	elle m'énerve toujours quand je suis en train de parler avec mes amis.	she always bothers me when I'm talking to my friends.
6	Hier, j'ai lavé la voiture et j'ai nettoyé la cuisine	Yesterday, I washed the car and cleaned the kitchen
7	et mes parents m'ont donné vingt euros pour le faire.	and my parents gave me €20 for doing it.
8	Je déteste faire les tâches ménagères ,	I hate doing chores ,
9	mais c'est important pour recevoir de l'argent de poche .	but it's important in order to receive pocket money .

	Quels sont les problèmes des jeunes aujourd'hui ?/ Qu'est-ce que tu vas faire ce weekend?	
1	Je suis très stressé(e) à l'école.	I'm very stressed at school.
2	Je m'inquiète beaucoup au sujet de mes examens	I get extremely worried about exams
3	et j'en ai marre d'étudier	and I'm sick of studying!
4	Car je n'ai jamais le temps de me détendre.	because I never have time to relax.
5	À l'avenir, je veux aller à l'université ,	In the future, I want to go to university ,
6	puisque c'est important pour obtenir un bon emploi.	as it can be important in order to get a good job.
7	Quand je serai plus âgé(e), j'aimerais me marier	When I'm older, I'd like to get married
8	et acheter une maison avec un grand jardin.	and buy a house with a big garden.
9	Mon/ma partenaire idéal(e) serait beau/belle, sympa et intelligent(e).	My ideal partner would be handsome, kind, and intelligent.

	Les exemples	Examples
Subjunctive	<u>Je ne pense pas que ce soit</u> important de gagner beaucoup d'argent. <u>Bien que je sois</u> contre le mariage, j'aimerais avoir un(e) petit(e) ami(e).	<u>I don't think that it is impoprtant to</u> earn a lot of money. <u>Even though I'm against marriage,</u> I would like to have a girl/boyfriend.
Pronouns	<u>Nous nous entendons bien</u> avec mes parents. <u>Ma femme idéale aurait</u> les cheveux noirs.	<u>We get on well</u> with my parents. <u>My ideal wife would have</u> black hair.
Adverbs	Je dois ranger ma chambre <u>régulièrement</u> . <u>Malheureusement</u> , je me dispute <u>souvent</u> avec mon frère.	I have to tidy my room <u>regularly</u> . <u>Unfortunately</u> , I often argue a lot with my siblings.
Reasons	Je n'aime pas les tâches ménagères <u>parce qu'elles</u> sont ennuyeuses. J'aime donner des cadeaux à mes parents <u>puisque</u> je les aime.	I don't like chores <u>because</u> they are boring. I love giving presents to my family <u>as</u> I love them.
Tenses and Time phrases	<u>Quand j'étais jeune, j'aidais</u> beaucoup à la maison. Quand <u>je serai</u> plus âgé(e), <u>je me marierai</u> .	<u>When I as little I helped</u> at home. <u>When I am older I will marry</u> my ideal partner.
Adjectives (and comparatives)	Je m'amuse quand je joue aux jeux vidéo car ils sont <u>faciles</u> . Ma sœur est <u>plus âgée que</u> moi.	I have fun when I play video games because they are <u>easy</u> . My sister <u>is older than</u> me.
Negatives	Je ne conseille <u>jamais</u> mes amis car ils <u>ne</u> m'écoutent <u>pas</u> . <u>Ni</u> mon frère <u>ni</u> ma soeur n'acceptent leurs responsabilités.	I <u>never</u> advise my friends because they <u>don't</u> listen to me. <u>Neither</u> my brother <u>nor</u> my sister accept their responsibilities.
Subordinate clauses	Mon petit ami a les yeux verts, <u>ce que je trouve très beau</u> . Je pense que l'université, <u>qui coûte cher</u> , n'est pas très importante pour obtenir un emploi.	My boyfriend has green eyes, <u>which I find very beautiful</u> . I think that university, <u>which costs a lot</u> , isn't very important in order to get a good job.





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

Quest for Knowledge – Assessment Cycle Four – Spanish

Key Verbs

Infinitive	Meaning in English
Llevarse bien (con)	To get on well (with)
Tener	To have
Ser	To be
Ayudar	To help
Aconsejar	To advise
Casarse	To get married
Dar	To give
Pelearse	To argue
Aceptar	To accept
Recibir	To get/receive

	Present	Preterite	Imperfect	Near Future	Conditional
Llevarse bien	Me llevo bien	Me llevé bien	Me llevaba bien	Voy a llevarme bien	Me llevaría bien
Tener	Tengo	Tuve	Tenía	Voy a tener	Tendría
Ser	Soy	Fui	Era	Voy a ser	Sería
Ayudar	Ayudo	Ayudé	Ayudaba	Voy a ayudar	Ayudaría
Aconsejar	Aconsejo	Aconsejé	Aconsejaba	Voy a aconsejar	Aconsejaría
Casarse	Me caso	Me casé	Me casaba	Voy a casarme	Me casaría
Dar	Doy	Di	Daba	Voy a dar	Daría
Pelearse	Me peleo	Me peleé	Me peleaba	Voy a pelearme	Me pelearía
Aceptar	Acepto	Acepté	Aceptaba	Voy a aceptar	Aceptaría
Recibir	Recibo	Recibí	Recibía	Voy a recibir	Recibiría

Quest for Knowledge – Assessment Cycle Four – Spanish

Key Questions

	¿Cómo es tu familia? ¿Qué hiciste recientemente para ayudar en casa?	
1	En mi familia hay mi madre, mi padre, mi hermana y yo.	In my family, there is my mum, my dad, my sister, and me.
2	Mi padre es alto y gracioso	My dad is tall and funny
3	y mi madre tiene los ojos azules y el pelo rubio.	and my mum has blue eyes and blonde hair.
4	Me peleo mucho con mi hermana porque	I fight a lot with my sister because
5	siempre me molesta cuando estoy hablando con mis amigos.	she always bothers me when I'm talking to my friends.
6	Ayer lavé el coche y limpié la cocina	Yesterday, I washed the car and cleaned the kitchen
7	y mis padres me dieron 20€ por hacerlo.	and my parents gave me €20 for doing it.
8	Odio hacer las tareas de casa	I hate doing chores
9	pero es importante para recibir el dinero de bolsillo.	but it's important in order to receive pocket money.

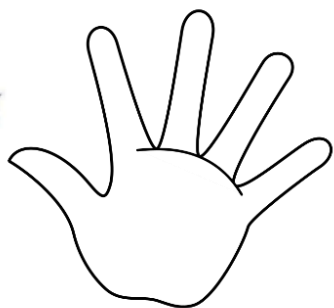
	¿Con qué problemas se enfrentan los jóvenes? ¿Cuáles son tus planes para el futuro?	
1	Tengo mucho estrés en el colegio.	I'm very stressed at school.
2	Me preocupa un montón por los exámenes	I get extremely worried about exams
3	y estoy harto de estudiar	and I'm sick of studying
4	porque nunca tengo el tiempo para relajarme.	because I never have time to relax.
5	En el futuro, quiero ir a la universidad	In the future, I want to go to university
6	ya que puede ser importante para conseguir un buen trabajo.	as it can be important in order to get a good job.
7	Cuando sea mayor, me gustaría casarme	When I'm older, I'd like to get married
8	y comprar una casa con un jardín grande.	and buy a house with a big garden.
9	Mi pareja ideal sería guapo, simpático e inteligente.	My ideal partner would be handsome, kind, and intelligent.

Quest for Knowledge – Assessment Cycle Four – Spanish

SPARTANS

	Ejemplos	Examples
Subjunctive	<u>Cuando tenga 30 años</u> , voy a casarme. <u>Te aconsejo a que ayudes</u> en casa.	<u>When I am 30 years old</u> , I am going to get married. <u>I advise you to help</u> at home.
Pronouns	<u>Mis hermanos se llevan</u> mal con mis padres. <u>Mi esposa ideal tendría</u> el pelo negro.	<u>My brother don't get on</u> well with my parents. <u>My ideal wife would have</u> black hair.
Adverbs	Debo arreglar mi habitación <u>con frecuencia</u> . <u>Desafortunadamente</u> me peleo mucho con mis hermanos.	I have to tidy my room <u>frequently</u> . <u>Unfortunately</u> , I argue a lot with my siblings.
Reasons	No me gusta hacer las tareas de casa <u>porque</u> son aburridas. Me encanta dar regalos a mis padres <u>ya que</u> los quiero.	I don't like doing chores <u>because</u> they are boring. I love giving presents to my parents <u>as</u> I love them.
Tenses and Time phrases	<u>Cuando era pequeño ayudaba</u> en casa. <u>Cuando sea mayor me casaré</u> con mi pareja ideal.	<u>When I was little I helped</u> at home. <u>When I am older I will marry</u> my ideal partner.
Adjectives (and comparatives)	Me divierto cuando juego a los videojuegos porque son <u>fáciles</u> . Mi hermana <u>es mayor que</u> yo.	I have fun when I play video games because they are easy. My sister <u>is older than</u> me.
Negatives	<u>Nunca</u> aconsejo a mis amigos porque <u>no</u> me escuchan. <u>Ni</u> mi hermana <u>ni</u> mi hermano aceptan sus responsabilidades.	I <u>never</u> advise my friends because they <u>don't</u> listen to me. <u>Neither</u> my brother <u>nor</u> my sister accept their responsibilities.
Subordinate clauses	Mi novio tiene los ojos verdes, <u>que es muy bonito en mi opinión</u> . <u>Si voy a la universidad</u> , conseguiré un buen trabajo.	My boyfriend has green eyes, <u>which is very beautiful in my opinion</u> . <u>If I go to university</u> , I will get a good job.





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



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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