

Q3 Academy Langley

Quest for Knowledge Booklet

Year 7 – 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.

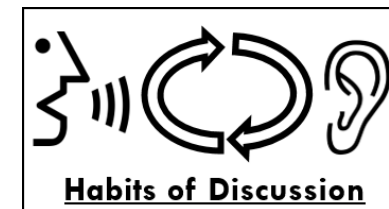
Strategies to use your Quest for Knowledge effectively:

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 .		

Quest for Knowledge – Assessment Cycle Four - English

Word Bank:

Word	Definition

Quest for Knowledge – Assessment Cycle Four - English

Key Tips for Writing

(Go to the Elevated Diction section for even more words!)



Making our language more powerful!

Simple/Basic	Appropriate	Developed	POWERFUL
Good	Excellent; fine; great.	Amazing; remarkable; fantastic.	Superlative; prodigious; astonishing.
Bad	Evil; wicked; horrible.	Ghastly; corrupt; deficient.	Depraved; atrocious; nefarious.
Happy	Pleased; cheerful; glad.	Overjoyed; ecstatic; thrilled.	Jubilant; mirthful; convivial.
Sad	Unhappy; troubled; gloomy.	Mournful; dismal; sorrowful.	Despondent; forlorn; weebegone.
Angry	Furious; annoyed; irritated.	Irate; enraged; ill-tempered.	Incensed; exacerbated; indignant.
Scared	Afraid; fearful; anxious.	Petrified; terrified; panicked.	Aghast; perturbed; timorous.
Not Bothered	Disinterested; uncaring; indifferent.	Dispassionate; blasé; nonchalant.	Ambivalent; phlegmatic; apathetic.
Pretty	Beautiful; lovely; pleasant.	charming; elegant; beauteous.	Picturesque; resplendent; pulchritudinous.
Dangerous	risky; unsafe; threatening.	Perilous; treacherous; precarious.	Malignant; jeopardous; virulent.
Interesting	Fascinating; curious; engaging.	Absorbing; compelling; stimulating.	Arresting; enthralling; riveting.
Old	Ancient, aged; feeble.	Dilapidated; archaic; decrepit.	Antediluvian; venerable; senescent.
Say/Tell	Inform; explain; declare.	Express; notify; affirm.	Articulate; verbalise; convey.

POWERFUL

Sometimes, the language we use is too simple. When you speak **AND** write, try and develop your use of language!

Simple



Gothic Literature

Key Terms	What does it mean?
Enlightenment Period	<p>Time period: late 17th Century – early 19th Century.</p> <p>What is the Enlightenment period?</p> <p>The Enlightenment, or the Age of Reason, began in Europe in the 1700s and spread to many parts of the world. The thinkers of the Enlightenment objected to (were against) the absolute power of the royal rulers and the Roman Catholic Church. They used reason, or logical thinking, and science to attack this power. People did not want kings, queens and the Pope to have any power over them any more.</p> <p>What is the impact of the Enlightenment period?</p> <p>Up until the Enlightenment, as far as we know, humans had always preferred tradition and religion. However, the Enlightenment changed this as people began to prefer exploration, reason, logic and Science. This change, along with developments in industry and politics, brought about what we know today as the ‘modern world’. People now followed logic and Science. R.A: 14-15.</p>
Gothic Literature	<p>Time period: 18th Century.</p> <p>What is Gothic Literature?</p> <p>‘Gothic’ used to mean medieval architecture (buildings). Gothic literature is a genre (type/group) made up of both horror and romance. Gothic literature is said to have started in England in 1764 with Horace Walpole's book, The Castle of Otranto. R.A: 14-15.</p> <p>How can you spot Gothic features in a text?</p> <p>Gothic literature uses dark thoughts, the supernatural, and strange events or characters to make the reader scared. The purpose of Gothic literature is to scare and unsettle readers with the mystery, uncertainty and strangeness of the places and/or events. Most Gothic novels are about secrets, which have been hidden for hundreds of years, being told and revealed by the end of the story.</p> <p>It is called Gothic because it draws from medieval buildings and ruins. Gothic novels mainly set the story in a castle or monastery with subterranean (hidden/underground) passages, dark defences, hidden panels, and trapdoors.</p> <p>Gothic literature began in England when Horace Walpole wrote The Castle of Otranto (1765). Walpole created the Gothic Castle archetype (model). R.A: 15-16.</p>

Gothic Literature

Key Terms	What does it mean?
Gothic Castle	<p>The Gothic Castle can be literal or metaphorical (when something is described as something else).</p> <p>Metaphorically, the Gothic Castle is a space where lies or secrets are told. It is a space that involves supernatural and strange events.</p> <p>The Gothic Castle represents the human mind. The castle suggests the darkness which happens inside us and the part of our minds we are scared to explore.</p> <p>Darkness is key to the Gothic Castle as it metaphorically threatened the light of reason with what it did not know. This is a common theme in every Gothic novel because it foreshadows (predicts/foretells) or creates supernatural/strange events.</p> <p>Darkness is used as a symbolism for the castle as it refers (links) to the deceit lies and the hidden truth behind the characters.</p> <p>R.A: 15-16.</p>
Gothic Monster	<p>The word ‘monster’ means ugly, crazy, or strange events/things.</p> <p>The monster or monstrous act warns readers against bad behaviour, wanting the reader to be shocked and horrified.</p> <p>R.A: 14-15.</p>

Key Words - Gothic Literature

Key Words	Definition
Antagonist	The enemy of the hero or protagonist in a play, novel, film or other literary work.
Archetype	An archetype is a general model or pattern of which something follows or copies. Archetypes can occur in literary plotlines, settings, characters, and symbols.
Architecture	Architecture is both the process and the product of planning, designing, and constructing buildings or other structures. Architectural works, in the material form of buildings, are often perceived as cultural symbols and as works of art.
Context	<p>The setting of a word or event; the situation within which something exists or happens, and that can help explain it.</p> <p>Context of a text is the place and time in which it was written, who it was written by, and where it was published. All of these affect the purpose and effect of the text.</p>
Immoral	Not following accepted standards of morally right behaviour. Considered as bad or evil behaviour.
Moral	Concerned with the code of behaviour that is considered right or acceptable in a particular society.
Protagonist	The leading character or one of the major characters in a play, novel, film or other literary work.
Supernatural	Attributed to some force beyond scientific understanding or the laws of nature.
Uncanny	Strange or mysterious, especially in an unsettling way.
Vice	Immoral, evil or wicked behaviour.
Virtue	Behaviour showing high moral standards.

R.A: 16-17.

Analysis Writing:
Stepping stones to great planning!

Stepping Stones	What I need to do:
1	Pick an interesting word. (STAND OUT)
2	Look at the sentence the word is in – what language device/word class can you spot? (SPOT)
3	Note down what this meaning might symbolise and make you imagine. (IMAGINE)
4	Therefore, how does the writer's symbolism link back to the key words in the question? (THEREFORE) <u>Always write in topic sentences!</u>

Evaluative Writing:
Stepping stones to great planning!

Stepping Stones	What I need to do:
1	1. Find key words. 2. Delete the noise (unnecessary words). 3. List synonyms for 'extent'.
2	1. Rule off the lines. 2. Copy the words you're arguing about onto the extract (insert). 3. Highlighter key: agree colour and disagree colour.
3	1. Read! Highlight any quotes that make you disagree/agree – the shorter, more precise the quote, the better! 2. Make a <u>rough</u> note (annotation) of why the quote makes you agree/disagree. 3. Circle a specific word in the quote to write about in your answer/argument.
4	1. Review and number your quotes. 2. Number the quote you can write most passionately about number 1 and so on.
5	1. Write up your argument, starting with quote 1. 2. Use a topic sentence to introduce the quote. 3. Give the quote – just the key words! 4. Explain what you learn from the quote – think about the question!. 5. Higher marks: comment on the <u>language</u> . 6. Higher marks: show the other side to each point.

Quest for Knowledge - Assessment Cycle Four – English

Assessment Support

Term	Definition	Example
Language device	A word, or group of words, that work together to make a figurative meaning.	Metaphor, simile, rhetorical devices (questions, triples), personification, alliteration.

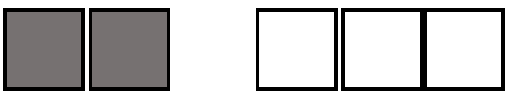
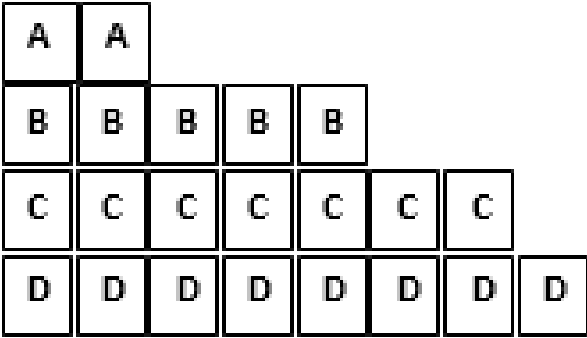
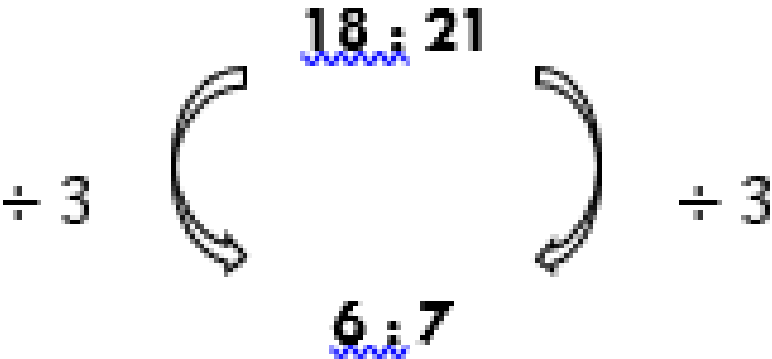


ZAP and STAMP Language Devices

Z	Zoomorphism	Gives something animal features or sounds.
A	Alliteration	When words next to each other start with the same letter.
P	Power of three	When three adjectives, three verbs or three adverbs are used together.
S	Simile	When something is described as something else using 'like' or 'as'.
T	The Five Senses	Describing how or what something looks, smells, tastes, sounds or feels like.
A	Adjectives	Modifies or describes a noun or pronoun (describing words).
M	Metaphor	The comparison of one thing to another without the use of like or as: "A man is but a weak reed"; "The road was a ribbon of moonlight."
P	Personification	When something is described as having human characteristics or features.

Pathetic Fallacy	Pathetic Fallacy is when the weather/nature is used to reflect the character's emotion/mood. E.g. 'The cold rain poured down' shows the character is feeling depressed.
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You SOZOP Paragraph Structure

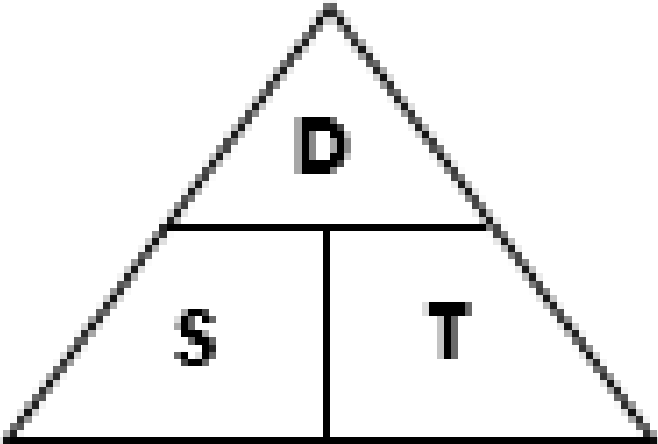
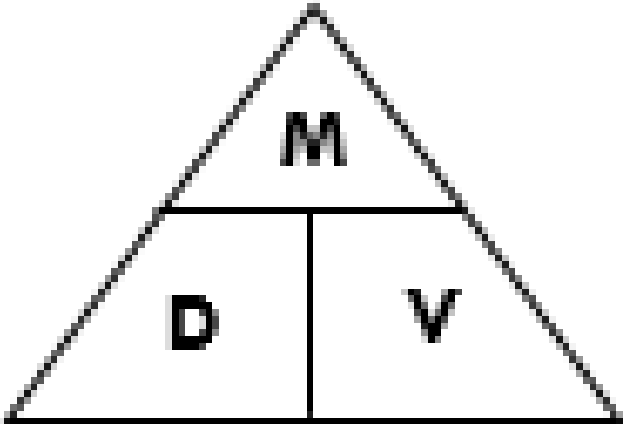
You	Only include the second person pronouns 'You' or 'your'.	Do not use 'I'.
S	Set the scene.	Describe the setting. Where are you?
O	Other senses.	Include any other senses you did not include in the first paragraph. Have you included everything you can?
Z	Zoom in on one thing.	Pick something in the image to focus on and describe it.
O	Opposite Zoom – Zoom in on something else.	Pick something else to focus on and describe it.
P	Big Picture – Zoom back out to the big picture.	What has changed that you can describe (e.g. time of day)? What else can you add?

Key Term	Definition/Examples
<div>Ratio</div> <div>Hegarty Maths – 328</div>	<p>Ratios are used to compare the size of quantities of the same kind in different sets.</p> <p>E.g. 2:3 means “2 parts in one group compared to 3 parts in another set”. This means that for every 2 grey squares, there are 3 white squares below.</p> <div>  </div> <p>Ratios can compare more than 2 sets if required, E.g. 2 : 5 : 7 : 8.</p> <div>  </div>
<div>Simplifying Ratio</div> <div>Hegarty Maths – 329</div>	<p>Ratios can also be simplified in the same way as fractions. Find a common factor of all the parts, and divide each by this factor. A ratio in its simplest form must only include integers (whole numbers).</p> <div>  </div>
<div>Fractions and Ratio</div> <div>Hegarty Maths – 330</div>	<p>Fractions (or proportions) compare a part with a whole).</p> <p>E.g. $\frac{3}{5}$ means “3 out of 5 total parts”</p> <div>  </div> <p>Ratios compare a part with another part.</p> <p>E.g. 3:5 means “3 parts compared to 5 parts”, so there are 8 parts in total.</p> <div>  </div>

Key Term	Definition/Examples
Equivalent Ratio Hegarty Maths – 329	<p>Equivalent ratios are ratios that are equal to each other. E.g. find equivalent ratios to 2:3.</p> <div><div><div>2:3</div><div>4:6</div></div><div><div>2:3</div><div>6:9</div></div></div>
Sharing Into a Given Ratio Hegarty Maths – 332 – 334	<p>E.g. Share £30 in the ratio 1:4.</p> <div><div>STEP 1</div><div><div></div><div></div><div></div><div></div><div></div></div><div>STEP 2</div><div><div>6</div><div>6</div><div>6</div><div>6</div><div>6</div></div></div> <p>So the answer is £6 : £24.</p>
Direct Proportion Hegarty Maths – 339 – 341	<p>Two quantities are directly proportional if they both increase at the same rate.</p> <p>E.g. A pile of 12 identical books weighs 48kg. How much would 27 books weigh?</p> <div><div><div>÷12</div><div>12 books weigh 48kg</div><div>1 book weighs 4kg</div><div>x27</div><div>27 books weigh 108kg.</div></div><div><div>÷12</div><div>x27</div></div></div>
Inverse Proportion Hegarty Maths – 342	<p>Two quantities are inversely proportional if one increases while the other decreases at the same rate.</p> <p>E.g. 10 people can do the work in 20 days. How many days will it take for 4 people to complete?</p> <div><div><div>÷10</div><div>10 people take 20 days</div><div>1 person takes 200 days</div><div>x4</div><div>4 people take 50 days.</div></div><div><div>x10</div><div>÷4</div></div></div>

Key Term	Definition/Examples
Converting Metric Units Hegarty Maths – 705 – 706	<p>These are units that we can use to measure the length, weight and volume of an object.</p> <p>Length – mm, cm, m and km. We can convert between the units by using: $1\text{ cm} = 10\text{ mm}$ $1\text{ m} = 100\text{ cm}$ $1\text{ km} = 1000\text{ m}$</p> <p>Weight – g, kg. We can convert between the units by using: $1000\text{ g} = 1\text{ kg}$</p> <p>Volume – ml, l and cm^3. We can convert between the units by using: $1000\text{ ml} = 1\text{ L}$</p>
Units of Time Hegarty Maths – 709 – 711	<p>These are units that we use to measure time - seconds, minutes, hours, days, weeks and years.</p> <p>We can convert between the units by using: $1\text{ minute} = 60\text{ seconds}$ $1\text{ hour} = 60\text{ minutes}$ $1\text{ day} = 24\text{ hours}$ $1\text{ week} = 7\text{ days}$ $1\text{ year} = 365\text{ days}$</p>

Key Term	Definition/Examples
<p>Recipe Ratio Hegarty Maths – 739 – 742</p>	<p>Sometimes we may need to use ratio to adapt different recipes.</p> <p>E.g. To bake 6 cookies you need:</p> <ul style="list-style-type: none"> - 120g of flour - 100g sugar - 80g of butter - 2 eggs <p>How much of each ingredient will I need for 8 cookies?</p> <div> <div> <div>6 cookies : 120g of flour</div> <div>÷6</div> <div>1 cookie : 20g of flour</div> <div>x8</div> <div>8 cookies : 160g of flour</div> </div> <div> <div>6 cookies : 120g of flour</div> <div>÷6</div> <div>1 cookie : 20g of flour</div> <div>x8</div> <div>8 cookies : 160g of flour</div> </div> </div> <p>Repeat this method for the rest of the ingredients.</p>
<p>Best Buy Hegarty Maths – 763 – 772</p>	<p>We use best buy to compare products.</p> <p>E.g. At Asda three pints of milk is £1.50. At Tesco 4 pints of milk is £1:80. Which shop is the best value for money?</p> <div> <div> <div>Asda</div> <div>3 pints : £1.50</div> <div>÷3</div> <div>1 pint : 50p</div> </div> <div> <div>Tesco</div> <div>4 pints : £1.80</div> <div>÷4</div> <div>1 pint : £45p</div> </div> </div> <p>Tesco's milk is better value for money. <i>Always make sure you include a sentence to conclude at the end!</i></p>
<p>Exchange Rates Hegarty Maths – 707 – 708</p>	<p>Exchange rates are where we look at the value of one currency compared to another. This is used to exchange one currency to another.</p> <p>E.g. Change £20 into Euros. The exchange rate is £1: €1.25.</p> <div> <div> <div>£1 : €1.25</div> <div>x20</div> <div>£20 : €25</div> </div> <div> <div>£1 : €1.25</div> <div>x20</div> <div>£20 : €25</div> </div> </div>

Key Term	Definition/Examples
	<p>This is to remember your speed, distance and time formulae.</p> <div> <div>Distance from home (km)</div> <div> $\text{Speed} = \frac{\textit{distance}}{\textit{time}}$ $\text{Distance} = \text{speed} \times \text{time}$ $\text{Time} = \frac{\textit{distance}}{\textit{speed}}$ <div>Time</div> </div> </div>
	<p>This is to remember your mass, density and volume formulae.</p> <div> $\text{Density} = \frac{\textit{mass}}{\textit{volume}}$ $\text{Mass} = \text{density} \times \text{volume}$ $\text{Volume} = \frac{\textit{mass}}{\textit{density}}$ </div>

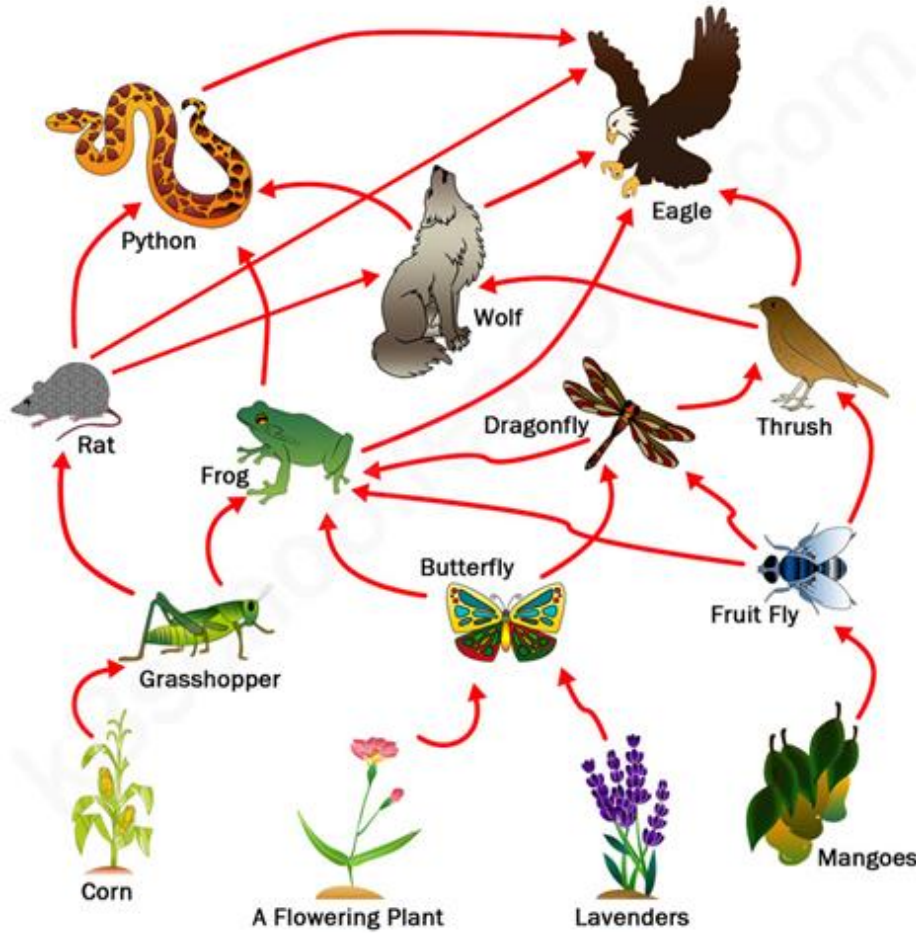
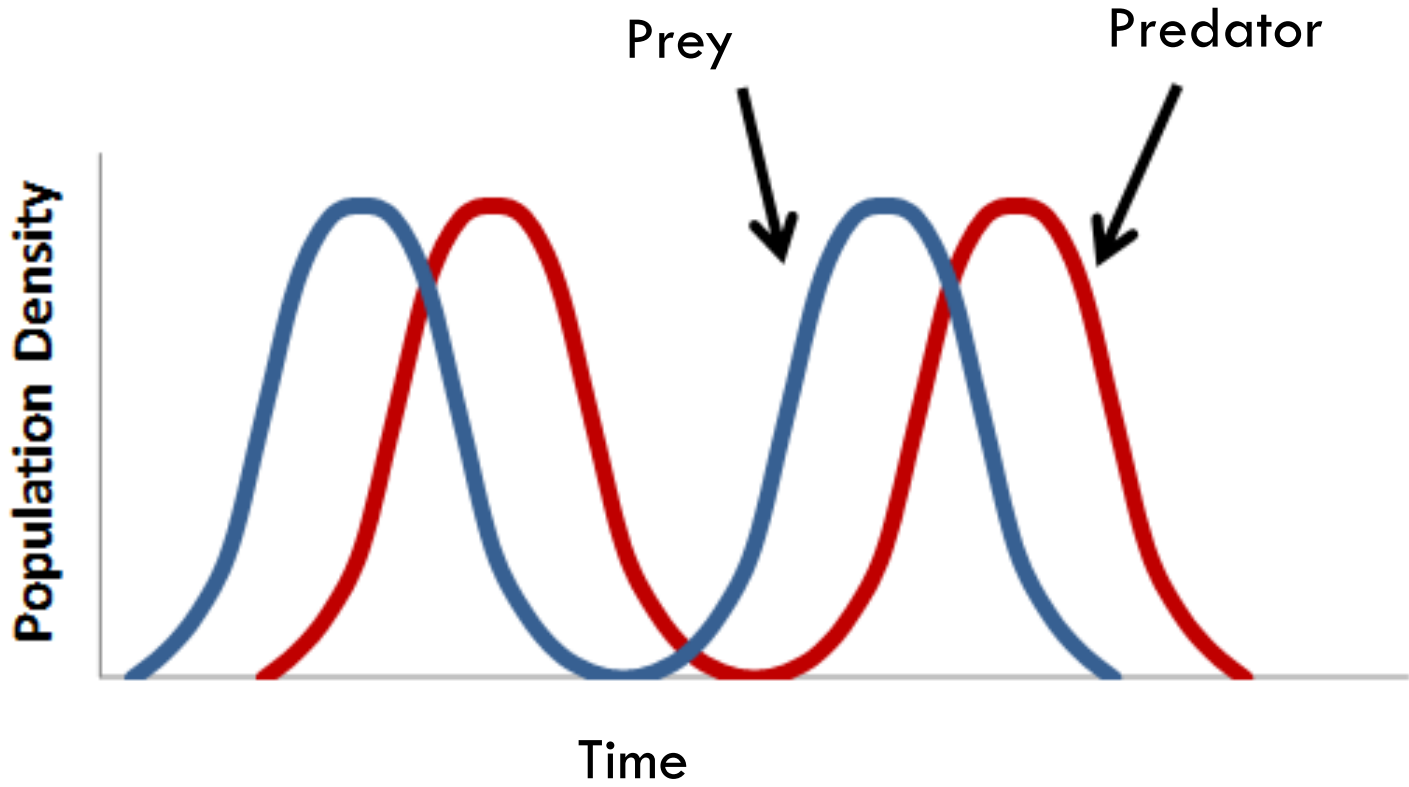
Quest for Knowledge – Assessment Cycle Four – Science

Food Chains and Waves

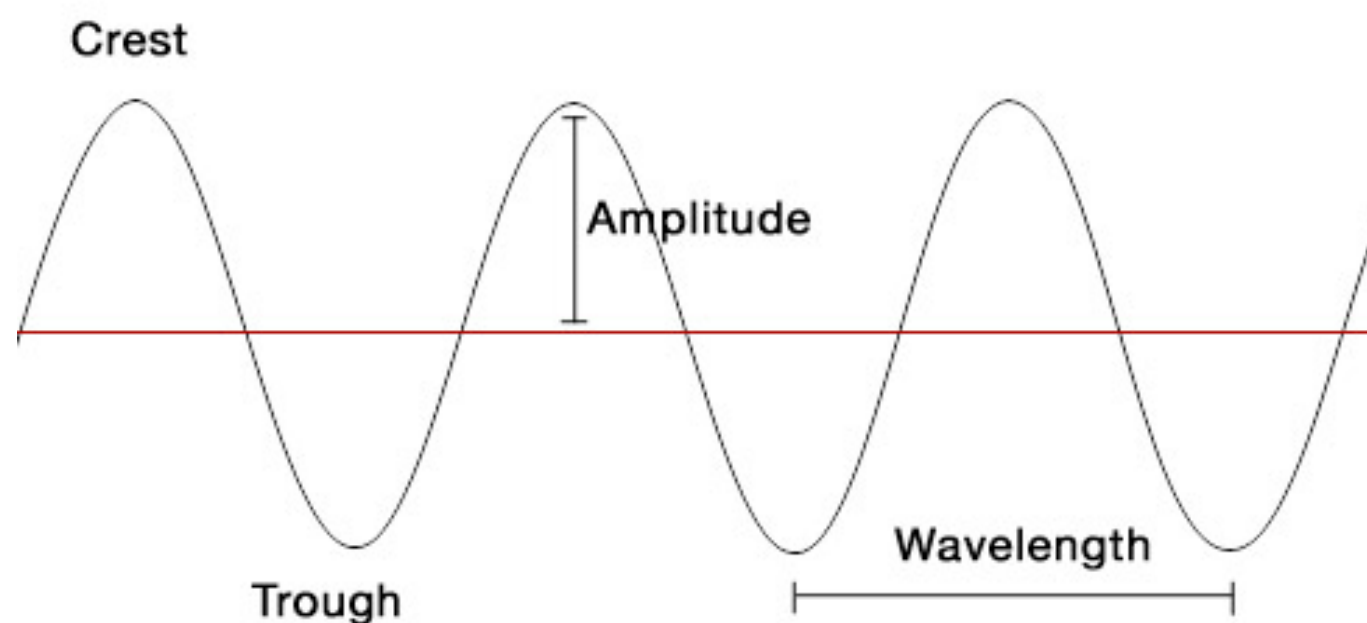
Key Term	Definition
Independent Variable	The variable in an experiment that we change.
Dependent Variable	The variable in an experiment that we measure. It will change depending on the independent variable.
Control Variable	The variables in an experiment that we keep the same to ensure a fair test.
Producer	At the bottom of the food chain. They store energy from the sun.
Herbivore	Animals that eat only plants.
Consumer	An animal that eats another organism (plants or animals).
Primary Consumer	An animal that eats producers only.
Secondary Consumer	An animal that eats primary consumers.
Carnivore	An animal that eats only animals and not plants.
Top Carnivore	Is not eaten by anything else.
Omnivore	Eats both plants and animals.
Predator	A predator is an animal that hunts, kills and eats other animals for food.
Prey	Prey is a term used to describe organisms that predators kill for food.
Interdependence	All animals in a food web depend on each other to survive. Changes in one organism easily affect others.
Indicator	Changes colour depending on whether something is an acid or an alkali.
Neutralisation	A reaction between an acid and an alkali that produces a salt and water.
Waves	Waves are one of the ways energy can be transferred. These can be described as oscillations or vibrations.
Longitudinal Waves	Waves that vibrate parallel to the direction the way is moving.
Transverse Waves	Waves that vibrate perpendicular to the direction the wave is moving.
Frequency	How many waves pass a point every second. How high or low a sound appears.
Amplitude	The maximum height of a wave. How loud or quiet a sound is.
Wavelength	The distance between two peaks on a wave.
Ultrasound	A sound that has a frequency higher than humans can hear (>20,000 Hz)

Quest for Knowledge – Assessment Cycle Four – Science

Food Chains

Key Term	Definition
Food Chain	<p>A food chain shows a feeding relationship (who eats what). An example of a food chain is shown below:</p> <p>Corn → Grasshopper → Frog → Python</p>
Food Web	<p>A food web shows all of the organisms (plant and animals) in an ecosystem and it shows what eats what. The arrows point in the direction of energy flow: a flowering plant get its energy from the sun; a butterfly eats the plant and gets its energy; the frog eats the butterfly and is then eaten by the python. The ultimate source of energy is the sun.</p> 
Predator-Prey Relationships	<p>The graph below shows how the population of prey directly impacts the population of predators. This occurs because, if there is not enough prey for the predators to eat then they will die and therefore their populations size will decrease.</p> 

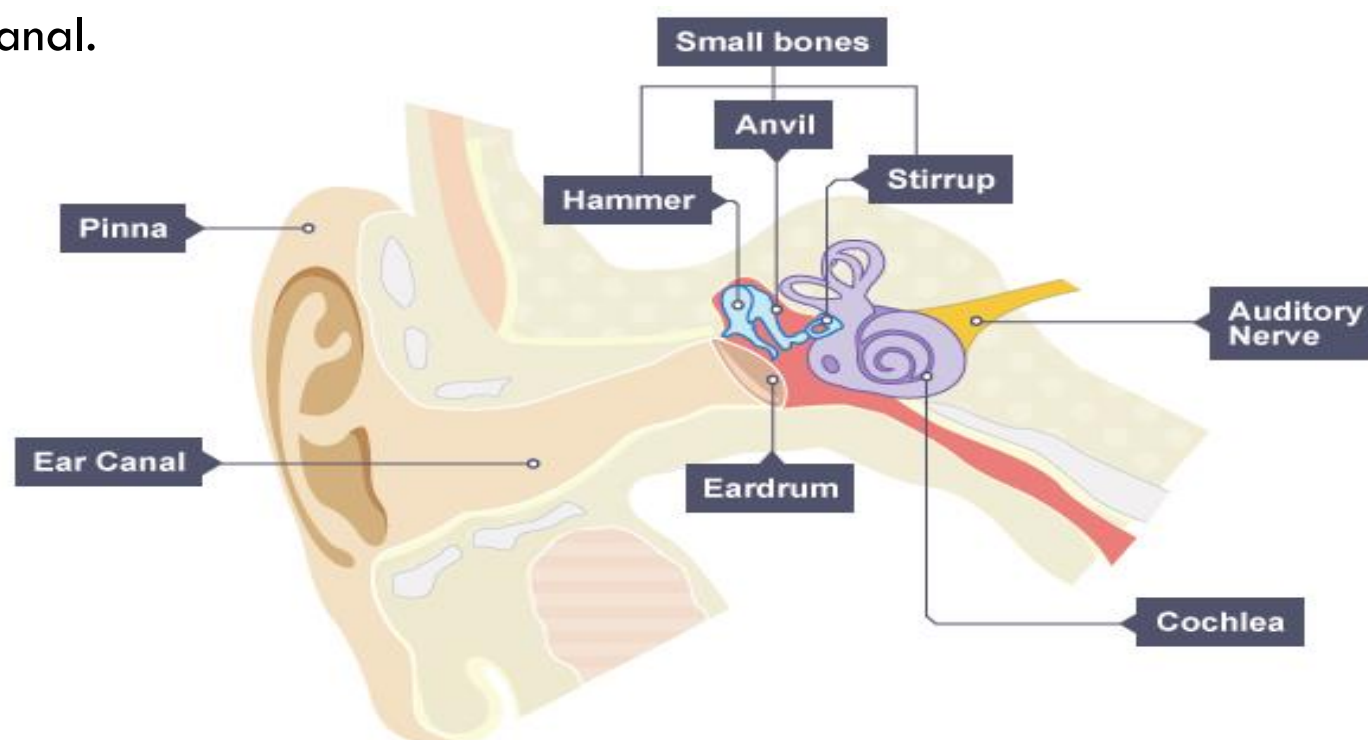
Waves



Sound and the Ear

Sound travels as a series of vibrations through the air. The particles vibrate in the same direction as the energy is being transferred (it is a longitudinal wave). The particles collide to pass the energy along. The sound reaches our ear and sends the vibrations through each section to be processed by our brain.

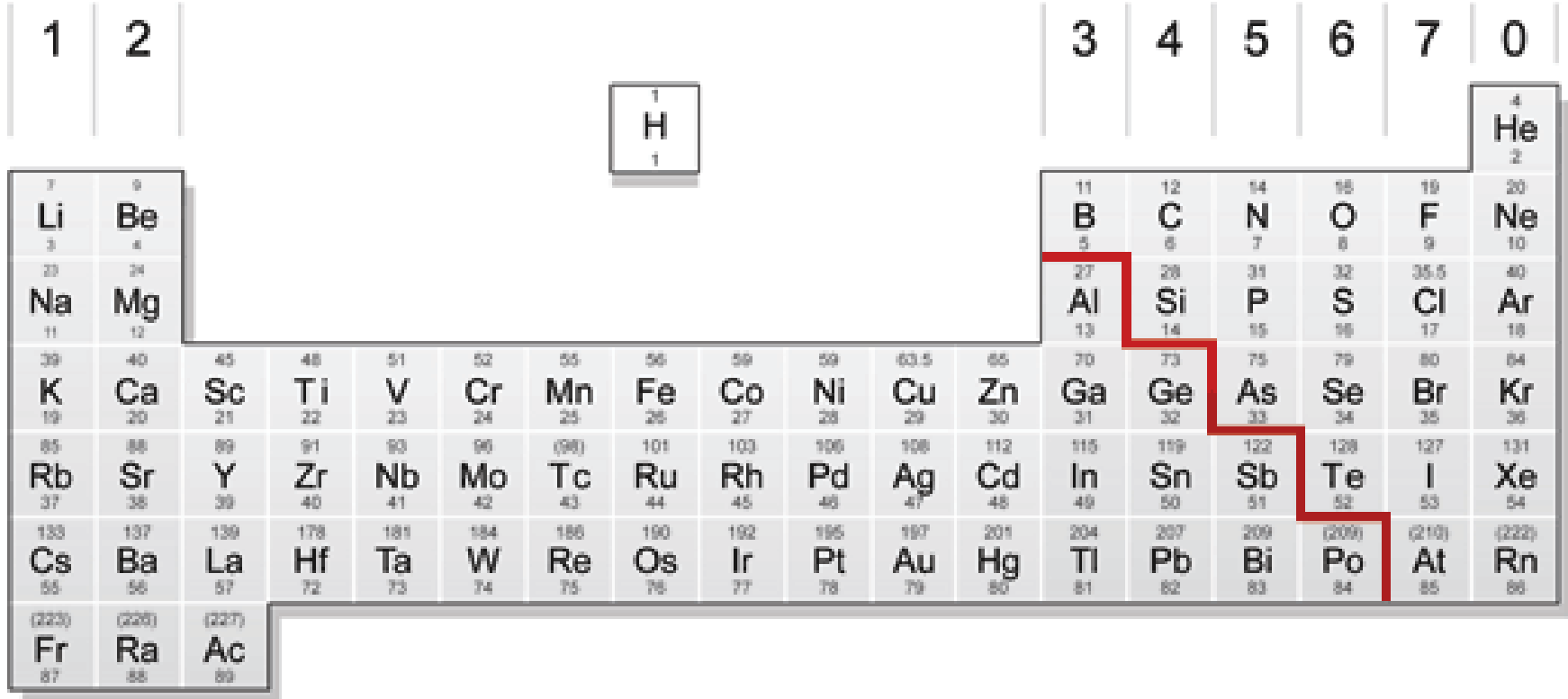
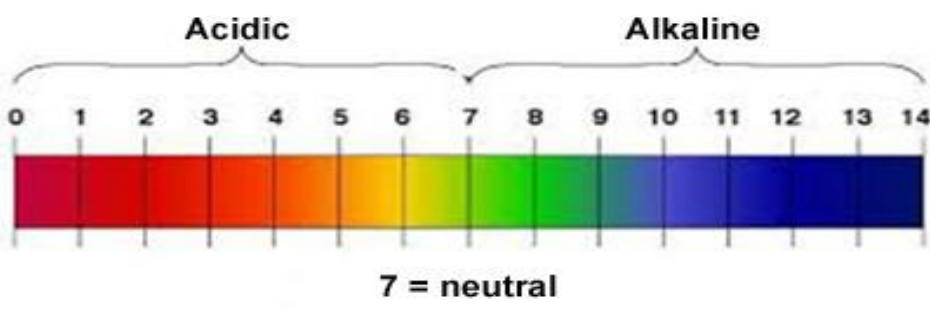
The sound wave is collected by the pinna and enters the ear canal. It causes the ear drum to vibrate (the faster it vibrates, the higher the sound; the bigger the vibrations, the louder the sound). The vibrations pass through three small bones and are transferred to the brain via the auditory canal.



Measure	Unit
Speed	Meters per second (m/s)
Distance	Meters (m)
Time	Seconds (s)
Frequency	Hertz (Hz)

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The Periodic Table

Key Term	Definition
Periodic Table	<p>The periodic table shows all of the elements that have been discovered. An element is made up of just one type of atom. For example, carbon is made up entirely of carbon atoms and oxygen is made up of nothing but oxygen atoms. Carbon dioxide is not in the periodic table because it is made up of carbon and oxygen atoms bonded together.</p> <p>The vertical columns are called groups; the horizontal rows are called periods. The red stepped line separates the metals (on the left) from the non-metals (on the right). Elements in the same group have similar properties. The numbers across the top indicate the group numbers. The table just shows the symbol for each element: O = oxygen; C = carbon; H = hydrogen; Cu = copper; Fe = iron.</p> 
Atoms	Everything is made from atoms, including you. Atoms are tiny particles that are far too small to see, even with a microscope.
Elements	<p>There are over a hundred different elements. The atoms in a particular element are the same as each other, and they are different from the atoms of all other elements. For example, lead and gold are elements. A piece of pure gold contains only gold atoms. A piece of pure lead contains only lead atoms.</p> <p>The atoms of some elements do not join together, but instead they stay as separate atoms. Helium is like this. The atoms of other elements, such as hydrogen and oxygen, join together to make molecules.</p>
Compounds	A compound is a substance that contains atoms of two or more different elements , and these atoms are chemically joined together (bonded together). For example, water is a compound of hydrogen and oxygen. Each of its molecules contains two hydrogen atoms and one oxygen atom. There are very many different compounds. Compounds cannot be separated.
pH Scale	<p>The pH scale shows how strong an acid or alkali is. Numbers 0-6 are acids; the smaller the number, the stronger the acid. Numbers 8-14 are alkaline; the bigger the number, the stronger the alkali.</p> <p style="text-align: center;">The pH Scale</p> 

Quest for Knowledge – Assessment Cycle Four – Science The Periodic Table

1	2	3	4	5	6	7	0										
<div><div><div><div>7</div><div>Li</div><div>lithium</div><div>3</div></div><div><div>9</div><div>Be</div><div>beryllium</div><div>4</div></div></div><div><div><div><div>23</div><div>Na</div><div>sodium</div><div>11</div></div><div><div>24</div><div>Mg</div><div>magnesium</div><div>12</div></div></div></div></div>		<div><div><div><div>1</div><div>H</div><div>hydrogen</div><div>1</div></div></div><div><div><div><div>4</div><div>He</div><div>helium</div><div>2</div></div></div></div></div>															
Key		relative atomic mass atomic symbol name atomic (proton) number															
39 K potassium	40 Ca calcium	45 Sc scandium	48 Ti titanium	51 V vanadium	52 Cr chromium	55 Mn manganese	56 Fe iron	59 Co cobalt	59 Ni nickel	63.5 Cu copper	65 Zn zinc	70 Ga gallium	73 Ge germanium	75 As arsenic	79 Se selenium	80 Br bromine	84 Kr krypton
85 Rb rubidium	88 Sr strontium	89 Y yttrium	91 Zr zirconium	93 Nb niobium	96 Mo molybdenum	[98] Tc technetium	101 Ru ruthenium	103 Rh rhodium	106 Pd palladium	108 Ag silver	112 Cd cadmium	115 In indium	119 Sn tin	122 Sb antimony	128 Te tellurium	127 I iodine	131 Xe xenon
133 Cs caesium	137 Ba barium	139 La* lanthanum	178 Hf hafnium	181 Ta tantalum	184 W tungsten	186 Re rhenium	190 Os osmium	192 Ir iridium	195 Pt platinum	197 Au gold	201 Hg mercury	204 Tl thallium	207 Pb lead	209 Bi bismuth	[209] Po polonium	[210] At astatine	[222] Rn radon
[223] Fr francium	[226] Ra radium	[227] Ac* actinium	[261] Rf rutherfordium	[262] Db dubnium	[266] Sg seaborgium	[264] Bh bohrium	[277] Hs hassium	[268] Mt meitnerium	[271] Ds darmstadtium	[272] Rg roentgenium	[285] Cn copernicium	[286] Uut ununium	[289] Fl flerovium	[289] Uup ununpentium	[293] Lv livermorium	[294] Uus ununseptium	[294] Uuo ununoctium

11

B

boron

5

12

C

carbon

6

14

N

nitrogen

7

16

O

oxygen

8

19

F

fluorine

9

20

Ne

neon

10

				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			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					
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		115 In indium 49 119 Sn tin 50 122 Sb antimony 51 128 Te tellurium 52 127 I iodine 53 131 Xe xenon 54												
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 ununtrium 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.

Quest for Knowledge – Assessment Cycle Four – Science

Working Scientifically

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



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?

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



Nature (type of source)

Origin (who, when, where)

Purpose – To use symbolism to make Elizabeth appear very powerful and victorious.

Source B: An unknown Artist created this portrait following Elizabeth's defeat of the Spanish Armada in 1588.

Monarch	Duration	Description
Henry VII AKA Henry Tudor	1485-1509 <i>The Tudor Period</i>	Henry Tudor became Henry VIII of England when he defeated Richard III at the Battle of Bosworth on 22 nd August 1485, who was also the last English king to die in battle. Henry VII made England into a peaceful and prosperous kingdom by ending the constant feuding of the Wars of the Roses.
Henry VIII	1509-1547 <i>The Tudor Period</i>	In 1534, Henry VIII began the English Reformation when he broke the kingdom away from the Catholic Church. He did this mainly so he could divorce his first wife, Catherine of Aragon. He was also responsible for the Dissolution of the Monasteries, starting in 1536, which meant Henry VIII could take the wealth and land from the Catholic Church in England.
Edward VI	1547-1553 <i>The Tudor Period</i>	Edward was the first English monarch to be raised a Protestant. He was 9 years old when he came to the throne on 15 January 1547, and 15 when he died. Therefore, for the whole of his reign, there was a regency council. His rule saw England become ever more Protestant. The last head of the regency council, and therefore regent, was the Duke of Northumberland.
Lady Jane Grey AKA The Nine Day Queen	10th July 1553- 19th July 1553 <i>The Tudor Period</i>	When Edward VI died, the next in line to the throne was Mary. She was a committed Catholic. Edward's regent, the Duke of Northumberland, could not accept another Catholic monarch. He therefore arranged for Henry VII's granddaughter, and his daughter in law, Jane Grey, to be queen. She only lasted 9 days before Mary I and her army arrived in London to take power. Both the Duke and Jane Grey were beheaded. The Duke on 22 nd August 1553 and Lady Jane Grey on 12 th February 1554, aged 16 or 17.
Mary I AKA Bloody Mary	1553-1558 <i>The Tudor Period</i>	Mary I returned England to Catholicism, but notably did not return the wealth or land to the church. She earned the nickname Bloody Mary by burning many leading Protestants at the stake for their religion. She was by far the bloodiest Tudor monarch, with 283 executions for heresy.
Elizabeth I AKA The Virgin Queen	1558-1603 <i>The Tudor Period/Elizabethan Era</i>	After her sister's death, Henry VIII's youngest child became queen. Elizabeth, although making herself head of the Protestant English Church, followed a middle way policy of trying to please both Protestants and Catholics. She is most notable for leading the country to victory against the invasion of the Spanish Armada. She presented herself as the 'Virgin Queen', not only to appear pure, but to ensure that no husband could become king in her place.
James I AKA James VI of Scotland	1603-1625 <i>The Stuart Period</i>	Elizabeth arranged for a peaceful succession after her death, by inviting the king of Scotland, James VI, to become James I of England too. This meant England and Scotland had the same king. He survived a Catholic plot to destroy him and his government in 1605 when Guy Fawkes's Gunpowder Plot was discovered.

Week 1	
Key Words & Facts	Description
Renaissance	Period of European history between the Middle Ages and the Early Modern Period.
Classical	The Classical Period means Ancient Greece and Rome.
Dark Ages	Another word for Early Middle Ages. In England, started when the Romans left and finished with the Norman Conquest.
Reformation	During the period of the Renaissance, some thinkers wanted changes to the Catholic Church. This was called the Reformation.
1350-1400	When the Renaissance was considered to have started.
1700-1750	When the Renaissance is considered to have ended.
Italy	Where the Renaissance is considered to have started.
Ancient Greece & Rome	Where Renaissance thinkers got their ideas.
Johannes Gutenberg	Inventor of the first practical printing press. First used in 1440 and perfected by 1450.
40	Number of pages printing presses could copy before the Gutenberg Press.
Over 1000	The amount of pages a Gutenberg Printing Press could copy in day.
Catholic Church	The Church controlled copying of books before the Gutenberg Printing Press, as they have a workforce of monks in monasteries to hand copy books.



LEFT:
Prometheus
Bring Fire to
Mankind.
(Fuger, 1790)

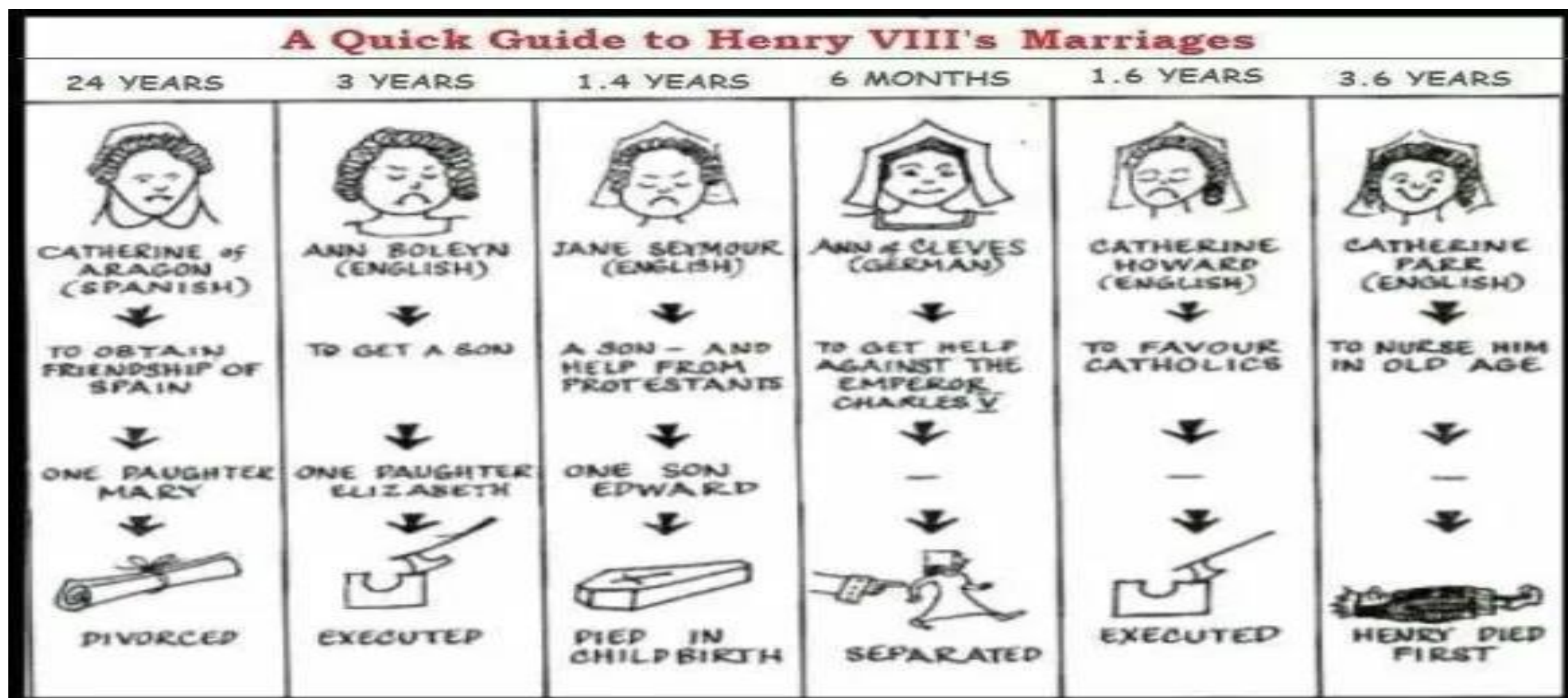
Right:
Example of
Middle Ages
painting
showing
religious
imagery.



Week 2	
Key Words & Facts	Description
1505	Martin Luther starts to train to be a monk.
Purgatory	Where Catholics believe you go between dying and getting access to heaven.
Letters of Indulgence	A Letter of Indulgence could be purchased from a member of the Catholic clergy and it would shorten your time in Purgatory. The more you paid for your Letter of Indulgence, the more chance for you to go straight to Heaven.
Catholic	The Church based in Rome and headed by the Pope.
Protestant	A church or a person inspired by Luther's split with the Catholic Church.
Eucharist	Eucharist is the miracle Catholics believe happens when the bread and wine consumed in church becomes the actual flesh and blood of Jesus Christ.
Transubstantiation	The name of the miracle where the bread and wine turns into the flesh and blood of Jesus Christ.
Communion	Some Protestant churches, such as the Church of England, still ceremonially eat and drink bread and wine in church but believe it only represents the body of Christ.
1507	Year Martin Luther becomes a monk.
95 Thesis or Points	Martin Luther nailed 95 Points to the church door in Wittenburg .
1517	The year of Martin Luther's protest in Wittenburg.
1520	Pope Leo X demands Martin Luther withdraws his protest.
1521	Diet of Worms – Trial of Martin Luther.
Wartburg Castle	Luther's friend and supporter Frederik the Wise of Saxony hid Luther in this castle.
Access to God	The Catholic Church teaches that God can be interpreted and accessed only through the Catholic Church. Protestants believe the individual can have a personal relationship with God through good works and reading the Bible.
Holy Orders	The structure, personnel and ceremony of the Catholic Church.

Week 3

Key Words & Facts	Description
Richard III	The last King of England to be killed in battle, at the Battle of Bosworth , in 1485 .
Henry VII	The first Tudor monarch and father of Henry VIII and others.
Prince Arthur	Henry VII's first born son, who died of disease aged 16 on 2nd April 1502 .
Excommunication	This means to be excluded from the Catholic Church, and everything which goes with it, including heaven.
Cardinal Thomas Wolsey	A commoner who made his way from butcher's son to cardinal and king's chief advisor from 1509 -1529 . Fell out of favour when he failed to get Henry VIII a divorce from the Pope.
Thomas Cromwell	Thomas Cromwell, 1st Earl of Essex, was an English lawyer and Protestant who served as chief minister to King Henry VIII of England from 1532 to 1540 , when he was beheaded .
Thomas More	Committed Catholic and chief advisor to Henry VIII from 1529-1532 . Beheaded in 1535 on Henry's orders, and made a saint by the Catholic Church in 1935.
Henry's Great Matter	Henry's desire to end his marriage to Catherine of Aragon to allow him to marry a younger wife to have a son.
Annulment	To have something made as if it never happened.
Divorce	To end a marriage. The Catholic Church does not allow divorce.
Illegitimate	A child born to unmarried parents was considered illegitimate.
Leviticus 20:21	"If a man shall take his brother's wife , it is an unclean thing...they shall be childless ."
15th June 1519	Elizabeth Blount , Henry's mistress, gives birth to Henry Fitzroy – an illegitimate child.
Statute of Proclamations	1539 law which gave Henry the right to replace any law passed by Parliament.
Act of Supremacy 1534	Law which made Henry head of the church in England, instead of the Pope.
Thomas Cranmer	A Protestant made Archbishop of Canterbury by Henry in 1532 .

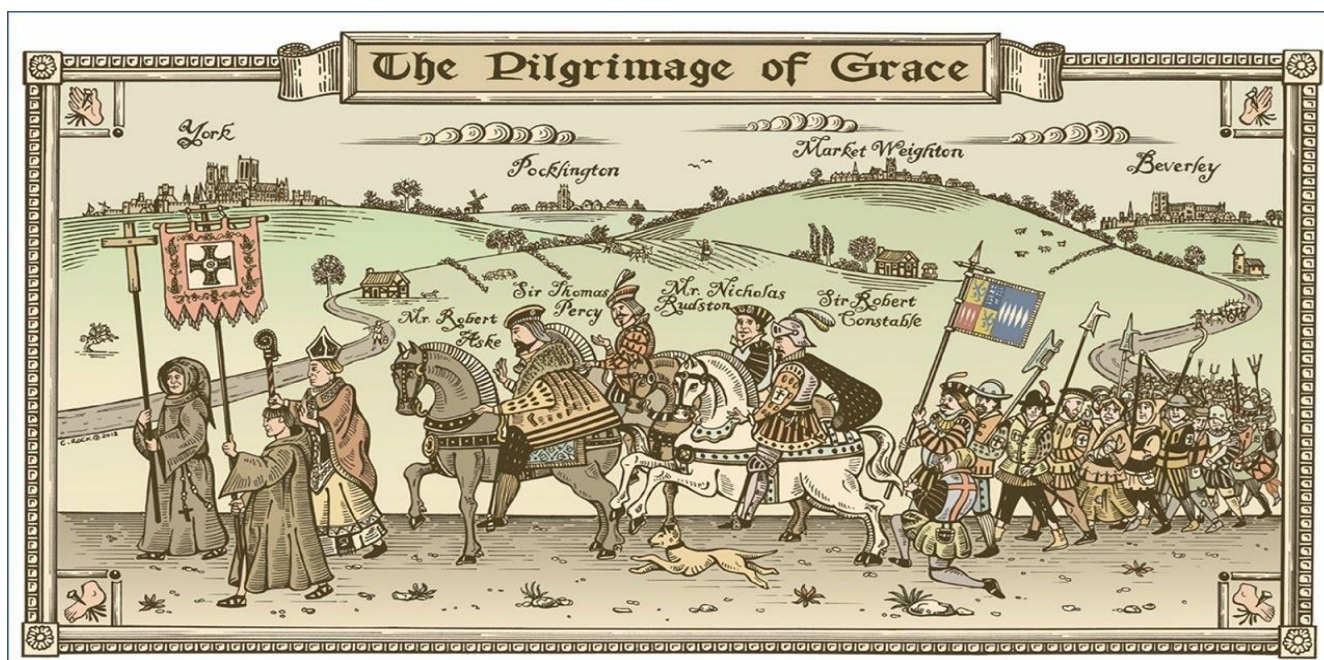


Week 4

Key Words & Facts	Description
Monastery	Name for monasteries, abbeys, convents and priories. Religious buildings which would pray for the local community and provide health and hospitality.
Dissolution	Dissolution, or dissolve, means to get rid of something.
Monk or Nun	A monk is a person who devotes themselves to a religion and gives up their possessions and wealth to do so. A nun is the female equivalent.
Icon	A religious statue, painting, ornament or relic.
Suppression	To keep something down or prevent it thriving.
Healing the Sick	Monasteries would often heal the sick in the local community.
Hospitality	Monasteries would provide a bed and a hot meal for travellers.
Tithe	Taxes paid to the church are called tithes.
Hospital	In the Middle Ages hospital meant a place which provided hospitality. Now the word means a building where sick people are treated.
Infirmary	In the Middle Ages, Infirmary was synonymous with the modern use of hospital.
Corruption	People misusing power to gain wealth, influence and more power.
A Man/ Woman in Charge of a Monastery	An abbot or prior/ abbess or mother superior.
c. 800	The amount of monasteries in England and Wales in 1530.
Poverty	To have very little wealth or money.
Chastity	To not have sex – like celibate.
Obedience	To do as you are told.
Vow	A sacred promise – like an oath or pledge.
3rd November 1534	Act of Supremacy made Henry VIII head of the English church.
Early 1536	Thomas Cromwell begins Valor Ecclesiasticus – a survey into the wealth of the Church.
1536	Act for the Dissolution of the Smaller Monasteries – any monastery with an annual income of less than £200 is to be taken by the crown.
December 1536	Start of uprisings which led to the Pilgrimage of Grace.
1539	Act for the Dissolution of the larger Monasteries – the beginning of the end of the monasteries.
March 1540	Waltham Abbey is the last monastery in England to be dissolved.

Week 5

Key Words & Facts	Description
Pilgrimage	A holy or sacred journey.
Uprising / Revolt / Rebellion / Revolution	All these words have a core similarity, which is a serious protest against someone or something in a position of authority.
Grace	In a Christian sense, grace means to be living a life God would approve of.
Yorkshire	Yorkshire is a large county in the North of England. The county town is the historic city of York.
Robert Aske	Robert Aske (1500 – 12 th July 1537) led the Pilgrimage of Grace in October 1536.
Conservative	Someone who looks to the past for influence and wants to keep things as they are.
Radical	Someone with ideas which threaten the status quo, or the way things are.
Saint	A person who lived such a holy life that they went straight to heaven and they are prayed to and worshipped by Catholics in their own right.
Martyr	Some who dies for their beliefs.
Heaven	A better life after death may have kept the poor loyal to the church in the Middle Ages and gave them hope for some reward for their hard lives.
Eternal Damnation	For those who did not please the church, the threat was of an everlasting afterlife of pain and suffering in hell.
Midlands & East Anglia	Areas with large support for the Reformation and Protestantism.
North & Yorkshire	More conservative areas of England who supported Catholicism.
Wounds of Christ	The motifs on the banners of the Pilgrimage of Grace.
1st October 1536	Villagers in Louth, Lincolnshire prevent king's men from entering a church.
11th October 1536	The Duke of Suffolk takes the grievances of the rebels to the king.
16th October 1536	The Pilgrimage of Grace captures York.
27 000	Estimated size of the Pilgrimage when it faced the Duke of Norfolk at Doncaster.
6th December	The king agrees to discuss the Pilgrim's demands at a special parliament in York.
178	When another revolt broke out in the north, the king was ready, and the Duke of Norfolk hanged 178 men involved.
End of January	Robert Aske, on Henry VIII's orders, is hanged by a chain from the walls of York.



Week 6

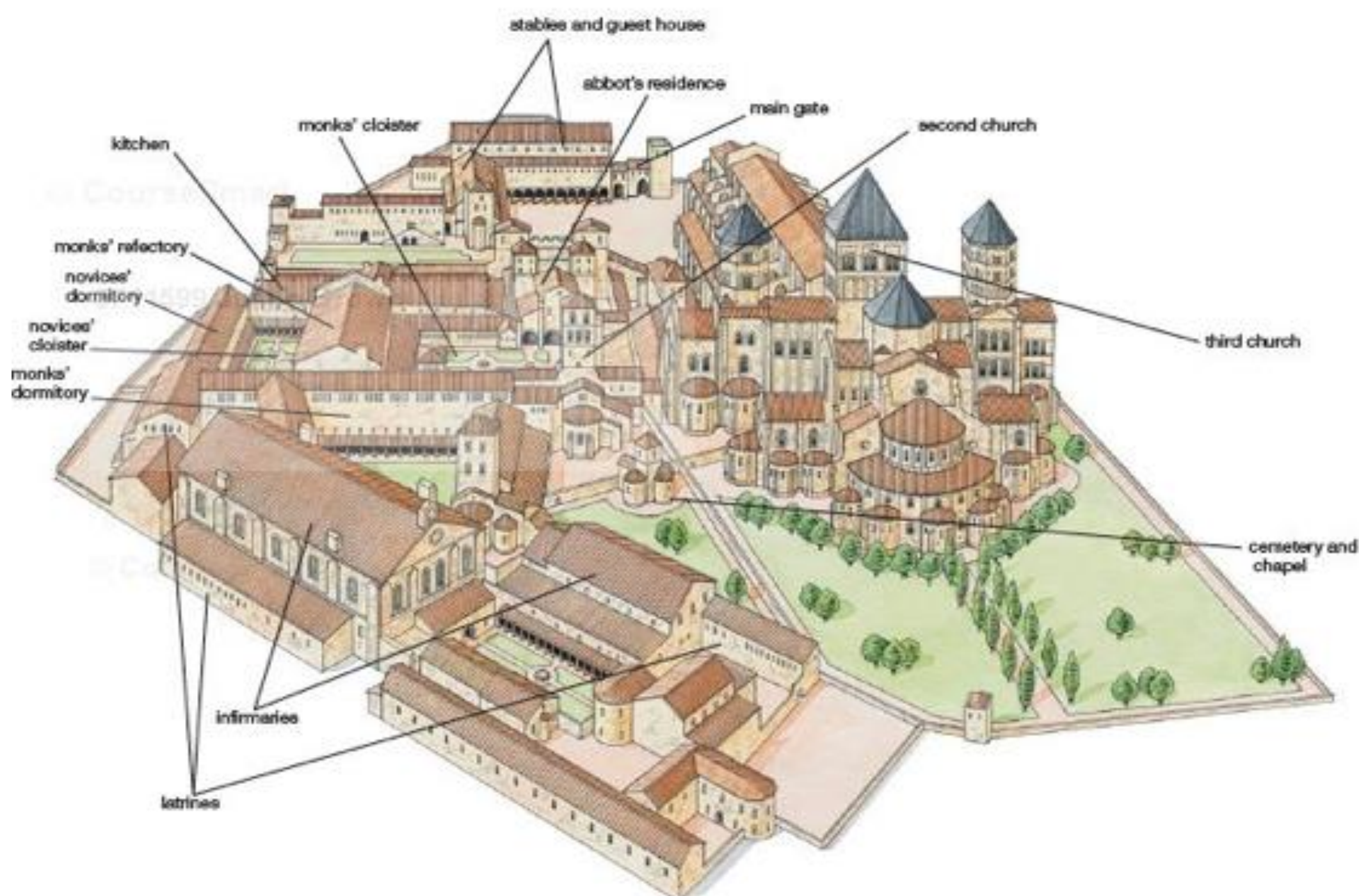
Key Words & Facts	Description
Bloody Mary	This was the nickname of the Queen of England who reigned between July 1553 and 17 th November 1558.
Phillip II of Spain	The very powerful King of Spain who was married to Mary I of England between 1554 and her death in 1558.
Catherine of Aragon	Henry VIII's first wife, Catherine of Aragon, was Mary I's mother.
Heretic	A person who disagrees with aspect of or the whole of the mainstream religion.
Burnt at the Stake	This was Mary I's favourite method of executing Protestants.
283	Bloody Mary burnt 283 Protestants at the stake for their religious beliefs.
Regent/ Regency	An advisor who rules in the name of a monarch who is too young to rule alone/ a council who rule in the name of a monarch who is too young to rule alone.

Week 7

Key Words & Facts	Description
Assessment	The purpose of an assessment is to find out the strengths and weaknesses of something. Assessments happen of Week 7 so we can find out what students have learned well and what needs to be improved, and also to discover whether students are where they should be on the path to their predicted grade in Year 11.
Recall	For us, Recall means the ability to bring information which has been previously learned from memory into the present mind.
Apply	For the assessment, apply means using information which has been recalled from memory and creating an answer to a question with it.
Review	Review means to look back over something to see strengths and weaknesses and discover ways to improve weaknesses or cement strengths in the future.
Revise	The purpose of revision is to repetitively recall information so it will be easier to recall in the future, such as for an exam or an assessment.
Reflect	Reflect means to take time to think about prior performances and identify what went well and what could be better. The purpose of this is to identify how to do better in the future.

Monarch	Date	Reign	Executed by burning	Executed per Year
Henry VII	1485-1509	24 Years	24	1
Henry VIII	1509-1547	38 Years	81	2.1
Edward VI	1547-1553	6 Years	2	0.3
Mary	1553-1558	5 Years	283	57
Elizabeth	1558-1603	45 Years	4	0.08

Week 8	
Key Words & Facts	Description
Virgin Queen, Gloriana, Good Queen Bess	These are all nicknames of Elizabeth I of England.
Anne Boleyn	Anne Boleyn (c1501-1505 – 1536) was the mother of Elizabeth I. She was beheaded on Henry VIII's orders on 19 th May 1536.
Middle Way/ Religious Settlement	After Edward VI had promoted Protestantism and persecuted Catholics and Mary I had promoted Catholicism and persecuted Protestants, Elizabeth I attempted to find a Middle Way to try to achieve peace in England.
Communion	Eucharist was renamed Communion in the Church of England – it did not make clear whether transubstantiation happened and left it open to interpretation.
Virgin	A person who has not had sex. Often considered 'pure' in the past.
Act of Supremacy (1559)	This replaced Henry VIII's Act of Supremacy (1534).
Act of Uniformity (1559)	Made church attendance compulsory and ensured the use of The Book of Common Prayer (1552) in all English churches
Supreme Governor	Elizabeth called herself Supreme Governor rather than Supreme Head.
Church of England	Elizabeth began calling her English church – the Church of England.
39 Articles	In 1571 the 39 Articles attempted to finally resolve the conflict between the Catholic Church and the Church of England.

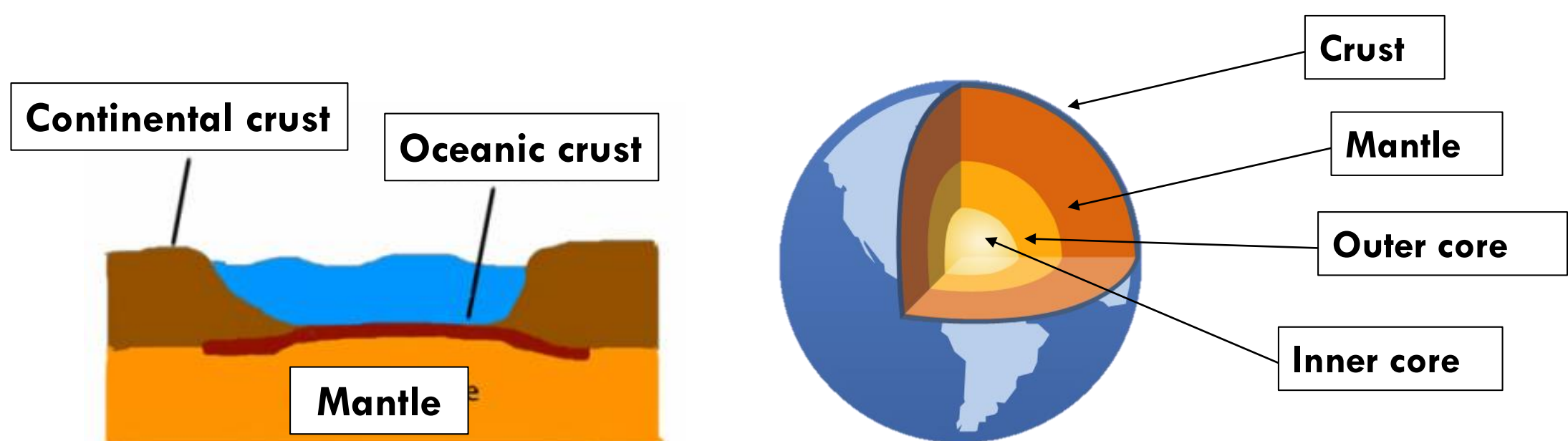


Week 9	
Key Words & Facts	Description
Gunpowder Plot	A conspiracy to blow up the King of England and his parliament to allow England to return to Catholicism.
5 th November 1605	The date of the Gunpowder Plot, remembered to this day with Guy Fawkes Night aka Bonfire Night.
Robert Catesby	The leader of the Gunpowder Plot.
Guy Fawkes	The most well-known plotter and the person, as an ex-soldier, who was responsible for the gunpowder. It is Guy Fawkes who, in effigy, is burnt on a bonfire on 5 th November.
26 th October 1605	An anonymous letter received by William Parker, 4th Baron Monteagle on this date, which gave details of the plot.
36	Number of barrels of gunpowder which Guy Fawkes was caught with below Parliament.
Hanged, Drawn, and Quartered	This was a punishment in England for high treason. The prisoner would be hanged but not killed, then cut down and have their intestines cut out and burned while they watched, before their body would be cut up and displayed around the country as a warning to others.
Treason	Treason is a crime committed by acting in a way which is damaging to something you are expected to be loyal to, such as; a monarch, a country, a belief or a leader.
Traitor	A person who commits treason is a traitor.
1603	Elizabeth died and James I became king of England.
1 st or 6 th ?	James was the sixth king of Scotland called James, but the first in England.
Conspiracy	A secret plan to deceive or take power.
Plotters	People who conspire in a plot.
Houses of Parliament	To this day, the place Members of Parliament and the Lords meet to discuss laws.
Lord Cecil	King James' head of security – also was a friend of the man who rented the plotter the house next to Parliament.



Tectonic Plates

- At the Earth's centre is the core. It has an inner section and an outer section. The inner core is a ball of solid iron and nickel.
- Around the core is the mantle, which is semi-molten rock which moves very slowly.
- The outer layer of the Earth is the crust. It is about 10-70km thick.
- The crust is divided into sections called tectonic plates, which float on the mantle.
 - Plates are made of two types of crust - continental and oceanic.
 - Continental crust is thicker and less dense.
 - Oceanic crust is thinner and denser.



Tectonic plates move due to convection currents in the mantle.

- The lower parts of the mantle are sometimes hotter than the upper parts. When these lower parts heat up they become less dense and slowly rise.
- As they move towards the top of the mantle they cool down, become denser, and then slowly sink.
- The circular movements are called convection currents - they cause tectonic plates to move.

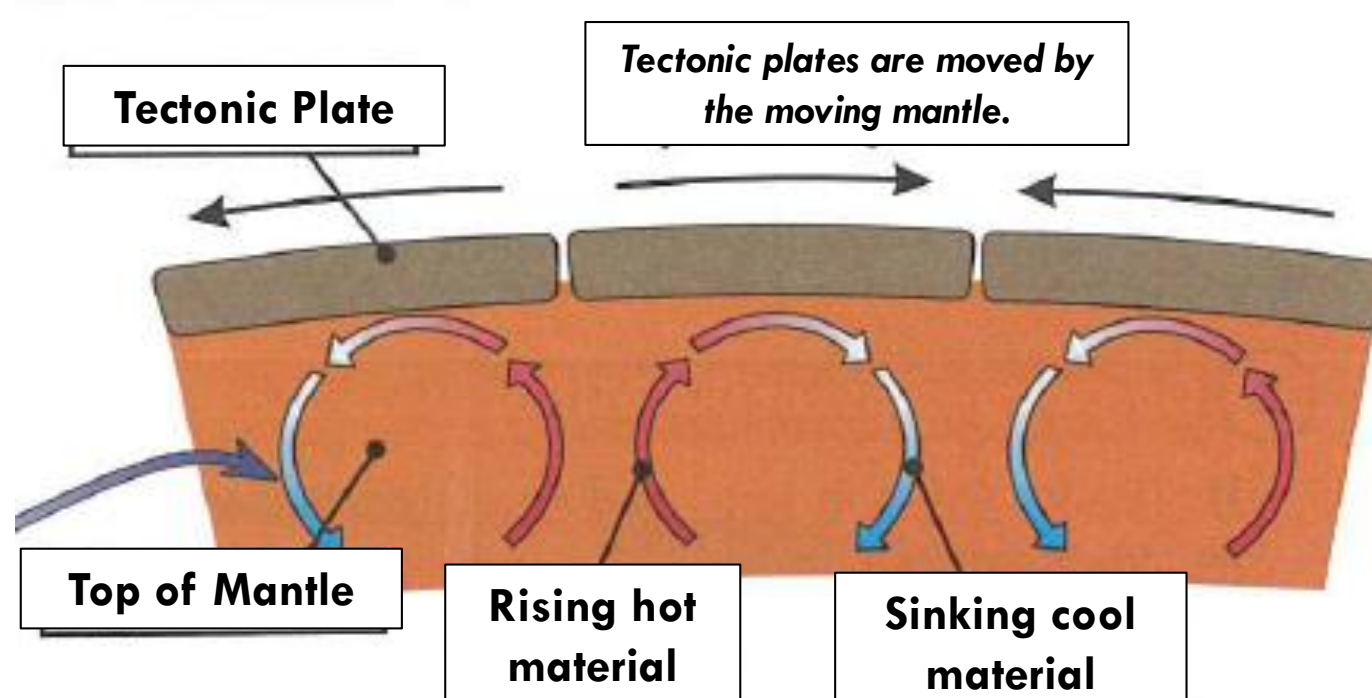
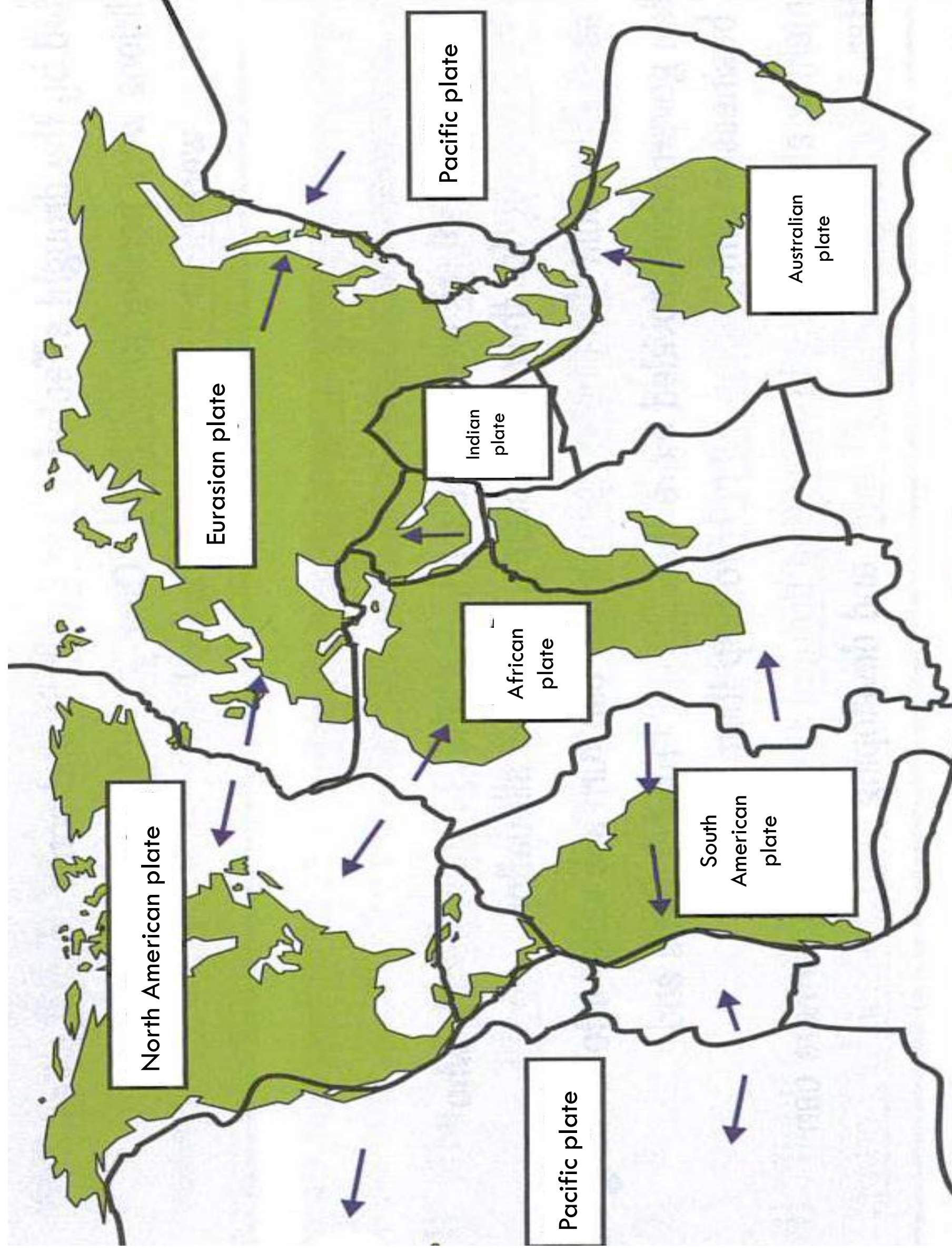


Plate boundaries are where tectonic plates meet.

The places where plates meet are called plate boundaries, or plate margins



Key

— Plate margin
→ Direction of plate movement

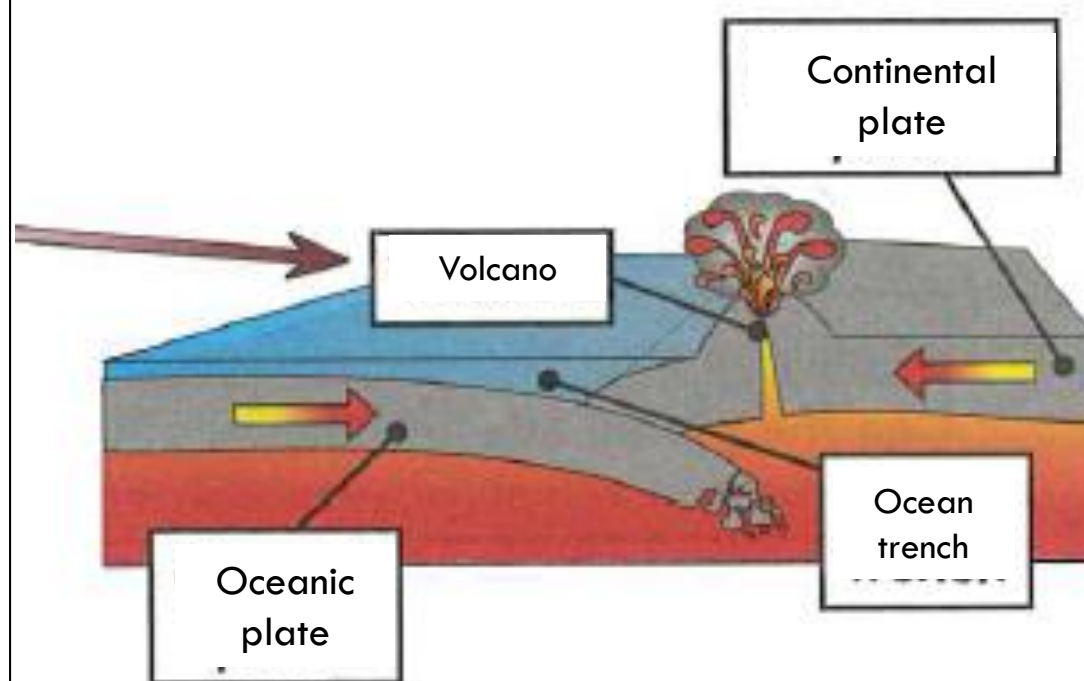
Types of Plate Boundaries

1. Destructive Plate Boundaries

Destructive boundaries are where two plates are moving towards each other.

- Where an oceanic plate meets a continental plate, the denser oceanic plate is forced down into the mantle and destroyed. This often creates volcanoes and ocean trenches (these are very deep sections of the ocean floor where the oceanic plate goes down e.g. Mariana Trench).

Example: the Pacific plate is being forced under the Eurasian plate along the east coast of Japan.

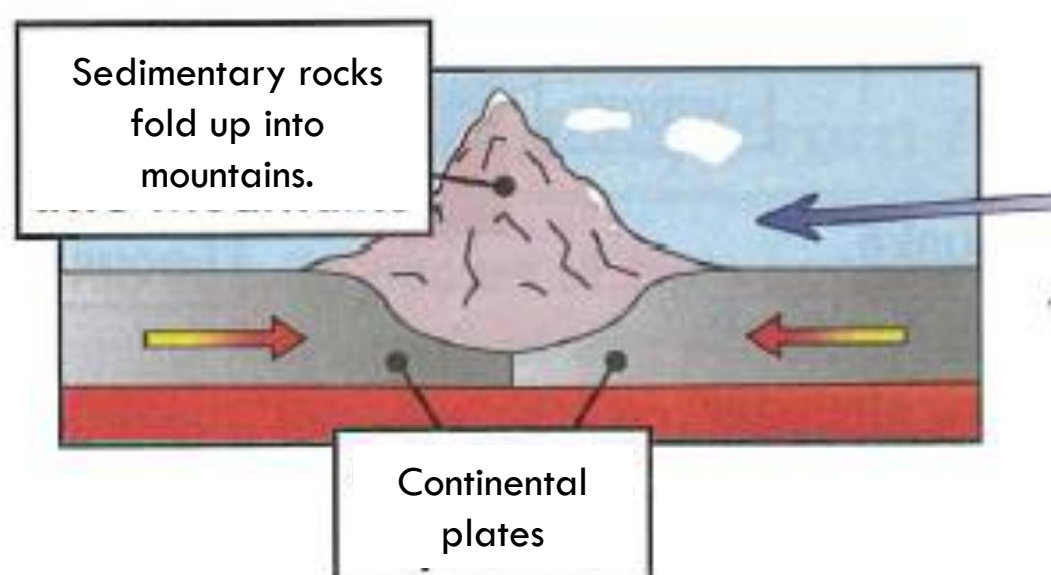


2. Collision Plate Boundaries

In collision plate boundaries, both plates are made from continental crust and move towards each other.

- Neither plate is forced down into the mantle, instead both plates are folded and forced upwards, creating fold mountains.

Example: the Eurasian and Indian plates are colliding, which forms the Himalayas.

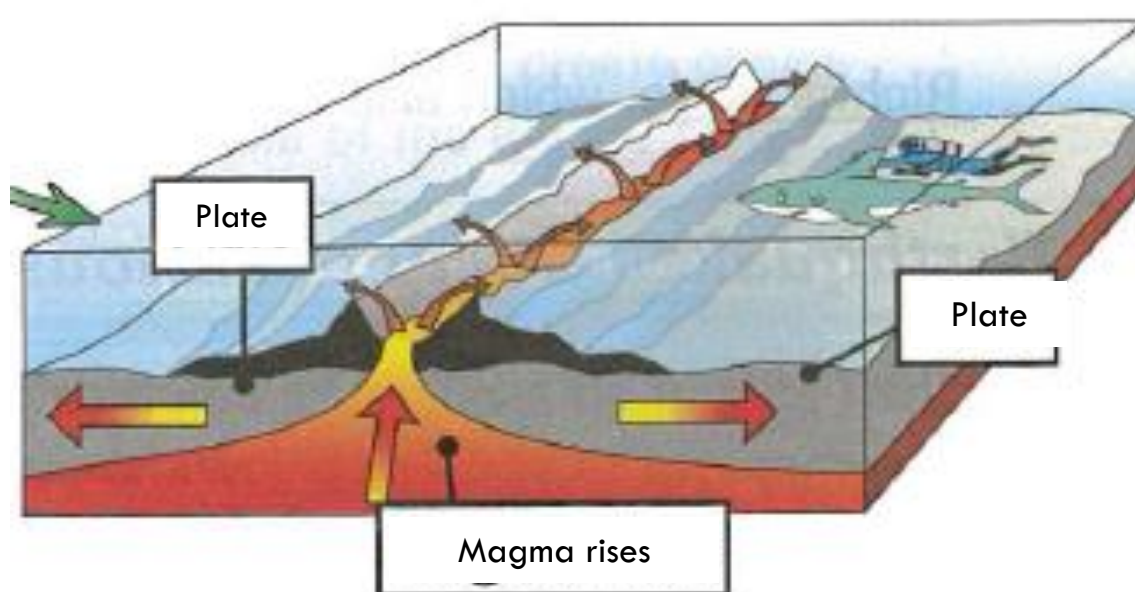


3. Constructive Plate Boundaries

Constructive boundaries are where two plates are moving away from each other.

- Magma (molten rock) rises from the mantle to fill the gap and cools, creating new crust.

Example: the Eurasian plate and the North American plate are moving apart at the Mid-Atlantic Ridge.

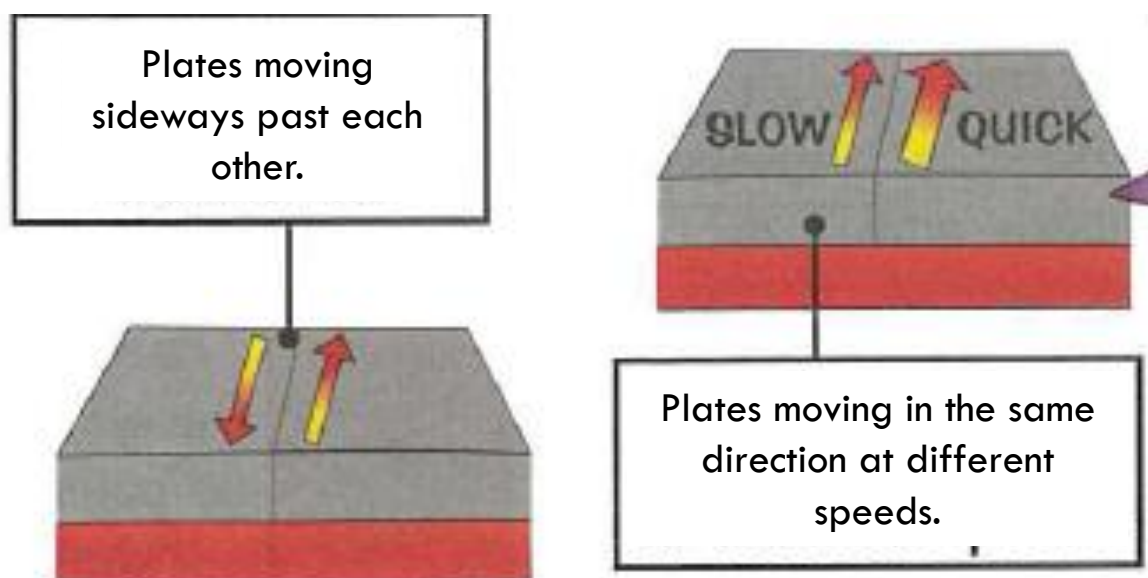


4. Conservative Plate Boundaries

Conservative boundaries are where two plates are moving sideways past each other, or are moving in the same direction but at different speeds.

- Crust isn't created or destroyed at these plate boundaries.

Example: the Pacific plate is moving past the North American plate on the west coast of the USA e.g. at the San Andreas fault.



Earthquakes

Earthquakes occur at all four types of plate boundaries.

- Earthquakes are caused by the tension that builds up at all four types plate boundaries.
- The plates eventually jerk past each other, sending out shockwaves (vibrations).
- The vibrations **are** the earthquake.
- The shockwaves spread out from the focus - the point in the Earth where the earthquake starts. Near the focus, the waves are stronger, so do more damage.
- The epicentre is the point on the Earth’s surface straight above the focus.
- Earthquakes are measured using the moment magnitude scale (energy released by an earthquake) and the Mercalli Scale (the effects of the event).
- The Richter Scale, which measures energy released, is no longer used.

Earthquakes occur at various depths.

- The focus of an earthquake can be at the Earth’s surface or up to 700km below the Earth’s surface.
- *Shallow-focus* earthquakes are caused by tectonic plate movement 0-70km below the surface.
- *Deep-focus* earthquakes are caused by crust that has previously been subducted into the mantle, moving towards the centre of the Earth, heating or decomposing. They have a focus of between 70-700km below the surface.
- Deeper earthquakes generally do less damage than shallower earthquakes, as shockwaves, travelling through more rock to reach the surface, fade in terms of vibration and power.

Volcanoes

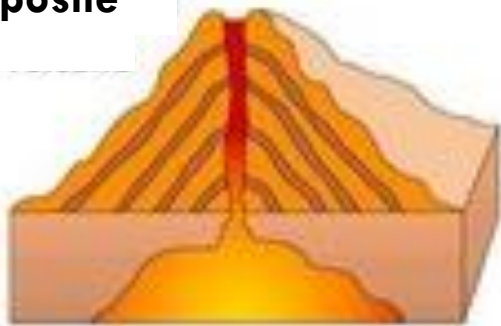
Volcanoes are found at destructive and constructive plate margins

- At destructive plate margins, the oceanic plate goes under (is subducted) the continental plate (as it is more dense due to the rock it is made of).
 - The oceanic plate moves down into the mantle, where it melts and is destroyed.
 - A pool of magma forms. The magma rises through the cracks in the crust called vents.
 - The magma erupts onto the surface (where it is called lava) forming a volcano.
- At constructive plate margins, the magma rises up into the gap created when plates move apart, forming a volcano.
- When a volcano erupts, it emits lava and gases. Some volcanoes emit lots of ash, which can cover land, block sunlight and form pyroclastic flows (super-heated currents of gas, ash and rock).

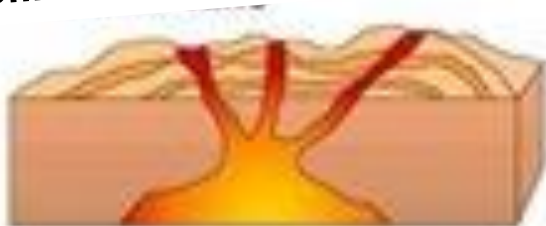
There are two different types of volcanoes:

Composite Volcanoes (Mount Fuji)	Shield Volcanoes (Muana Loa, Hawaii)
<ul style="list-style-type: none"> • Occur at destructive plate boundaries. • Subducted oceanic crust contains water - may cause crust to erupt. • Eruption - starts with layer of ash, before thick, sticky lava, that forms a steep-sided cone. 	<ul style="list-style-type: none"> • Occur on constructive plate boundaries. • Not very explosive; only made of lava. • Runny, fast-flowing lava forms a low, gentle-sided volcano.

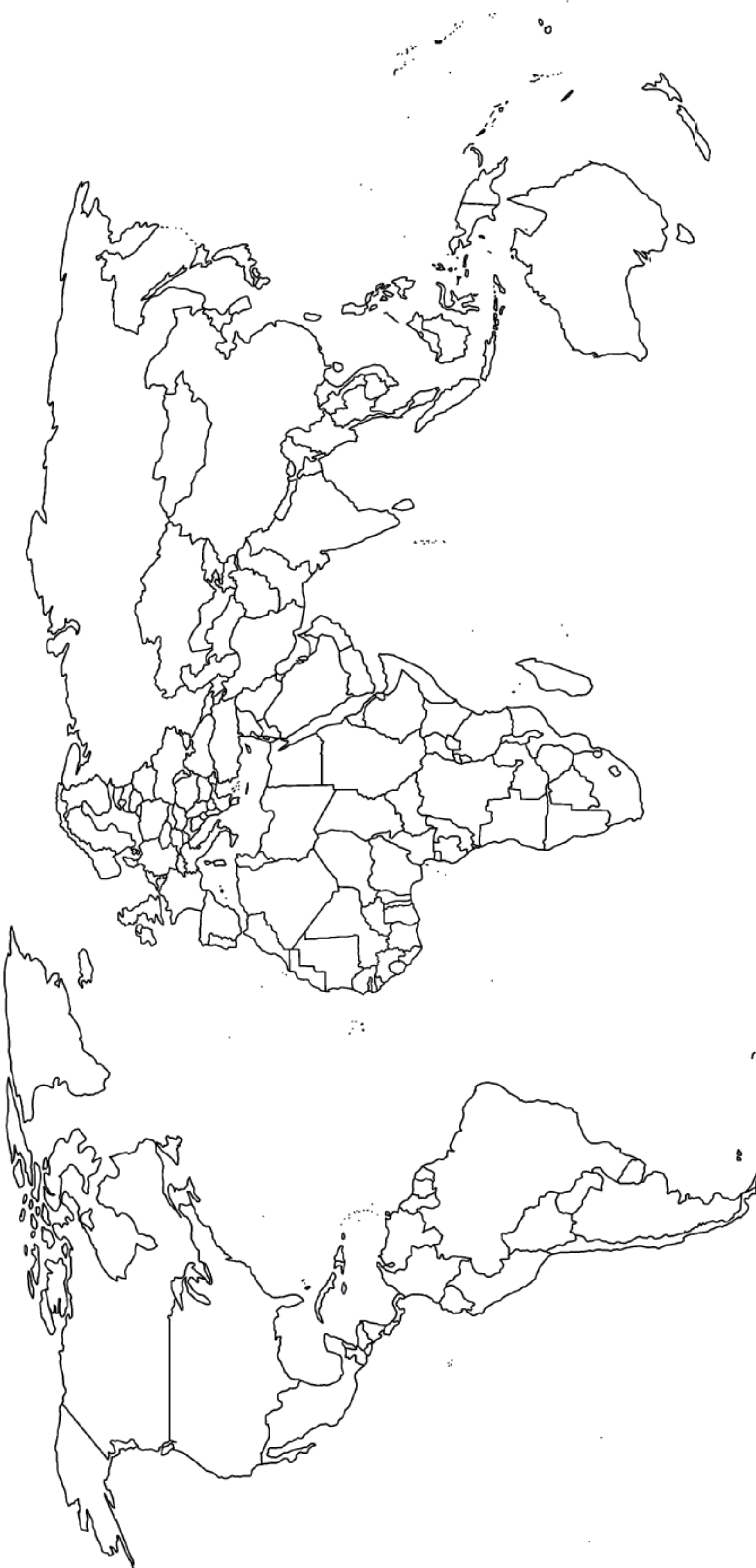
Composite



Shield



Quest for Knowledge – Assessment Cycle Four – Geography



Key Verbs

Infinitive	Meaning in English
Aller	To go
Avoir	To have
Être	To be
Lire	To read
Parler	To speak/To talk
Regarder	To see/To watch
Faire	To do
Jouer	To play
Vouloir	To want
Préférer	To prefer

	Present	Perfect	Imperfect	Near Future	Conditional
Aller	Je vais	Je suis allé(e)	J'allais	Je vais aller	J'irais
Avoir	J'ai	J'ai eu	J'avais	Je vais avoir	J'aurais
Être	Je suis	J'ai été	J'étais	Je vais être	Je serais
Lire	Je lis	J'ai lu	Je lisais	Je vais lire	Je lirais
Parler	Je parle	J'ai parlé	Je parlais	Je vais parler	Je parlerais
Regarder	Je regarde	J'ai regardé	Je regardais	Je vais regarder	Je regarderais
Faire	Je fais	J'ai fait	Je faisais	Je vais faire	J'aurais
Jouer	Je joue	J'ai joué	Je jouais	Je vais jouer	Je jouerais
Vouloir	Je veux	J'ai voulu	Je voulais	Je vais vouloir	Je voudrais
Préférer	Je préfère	J'ai préféré	Je préférais	Je vais préférer	Je préférerais

Quest for Knowledge – Assessment Cycle Four – French

Key Questions

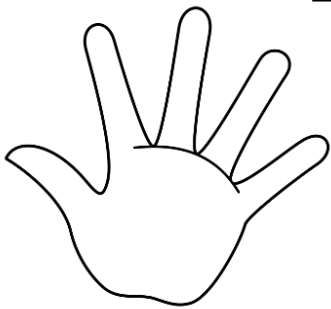
	Quels loisirs aimes-tu?	
1	Quelquefois, j'aime aller au cinéma	Sometimes I like to go to the cinema
2	et regarder des films d'horreur	and watch horror films
3	qui sont mes préférés	they are my favourite
4	car ils me font peur.	because they scare me.
5	Normalement , je vais au cinéma avec mes amis	Normally I go to the cinema with my friends
6	mais le week-end dernier ,	but last weekend ,
7	je suis allé avec ma sœur aînée.	I went with my older sister.
8	Quand je veux me relaxer	When I want to relax
9	j'aime lire des livres de fantaisie.	I like to read fantasy books.
10	J'aime aussi jouer aux jeux vidéos.	Also, I love to play videogames.
11	Je joue en ligne avec mes amis et nous parlons beaucoup.	I play online with my friends and we talk a lot.

	Que va-t-il se passer dans l'histoire? / Aimes-tu le théâtre?	
1	L'histoire va parler	The story is going to be about
2	d'une personne qui est courageuse.	a person who is brave.
3	L'homme va monter à cheval	The man is going to ride a horse
4	à travers le feu	into the fire
5	pour sauver la princesse.	in order to save the Princess.
6	J'ai aimé la pièce car	I liked the play because
7	les acteurs étaient incroyables.	The actors were incredible.
8	D'un côté , ils m'ont fait peur	On one hand , they scared me
9	mais d'un autre côté, ils m'ont fait plaisir.	On the other hand, they made me happy.
10	C'était une pièce de théâtre fantastique!	It was a fantastic play!

	Les exemples	Examples
Simple Opinions	<u>J'aime lire</u> beaucoup de livres. <u>Il aimerait être</u> plus actif. <u>J'adore</u> les films.	<u>I like to read</u> a lot of books. <u>He would like to be</u> more active <u>I love</u> films.
People's Opinions	<u>Mon frère cadet</u> adore les films d'horreur. <u>Nous aimons jouer</u> aux jeux vidéos en ligne.	<u>My younger brother</u> loves horror films. <u>We like to play</u> videogames online.
Adverbs	Je vais <u>souvent</u> au cinéma. <u>Normalement</u> , je lis des livres tous les jours.	I <u>often</u> go to the cinema. <u>Normally</u> I read books every day.
Reasons	J'aime les comédies <u>parce qu'elles me font rire</u> . Je déteste lire <u>car ce n'est pas intéressant</u> .	I like comedy films because they make me laugh. I hate to read <u>because it isn't interesting</u> .
Tenses and Time phrases	Je lis mon livre <u>tous les jours</u> . Avant, j'allais au cinéma <u>chaque semaine</u> . <u>Demain</u> , je vais aller au théâtre. <u>L'année prochaine</u> , je lirai plus de livres.	I read my book <u>every day</u> . <u>In the past</u> , I went to the cinema <u>every week</u> . <u>Tomorrow</u> , I am going to go to the theatre. <u>Next year</u> , I will read more books.
Adjectives (and comparatives)	Un livre est <u>plus intéressant</u> <u>qu'un</u> film. Un jeu d'échec est <u>moins ennuyeux</u> <u>qu'un</u> livre. Une série télévisée est <u>aussi passionnante</u> <u>qu'un</u> film.	A book is <u>more interesting</u> <u>than</u> a film. A game of chess is <u>less boring</u> <u>than</u> a book. A TV series is <u>as exciting</u> <u>as</u> a film.
Negatives	<u>Je n'aime pas</u> les films romantiques. Je <u>ne</u> lis <u>jamais</u> de livres de science-fiction.	I <u>don't</u> like romantic films. I <u>never</u> read science fiction books.
Something WOW!	Les films, <u>qui sont trop longs</u> , sont ennuyeux. <u>Je dirais que</u> les livres que je préfère sont les Harry Potter.	Films, which are too long, are boring. <u>I would say that</u> the books that I like the most are Harry Potter.



Quest for Knowledge – Assessment Cycle Four – French
Speaking: Photo card
PALM



	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 hotel 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/restaurant/ café/hotel. It's good/bad weather It's hot/cold It's raining/snowing
Mood	Il/Elle a l'air ... Ils/Elles ont l'air... content(e)(s) triste(s) fatigué(e)(s) énervé(e)(s)	He/She seems... They seem.. happy sad tired angry

Quest for Knowledge – Assessment Cycle Four – Spanish

Key Verbs

Infinitive	Meaning in English
Ir	To go
Tener	To have
Ser	To be
Leer	To read
Hablar	To speak/To talk
Ver	To see/To watch
Hacer	To do
Jugar	To play
Querer	To want
Preferir	To prefer

	Present	Preterite	Imperfect	Near Future	Conditional
Ir	Voy	Fui	Iba	Voy a ir	Iría
Tener	Tengo	Tuve	Tenía	Voy a tener	Tendría
Ser	Soy	Fui	Era	Voy a ser	Sería
Leer	Leo	Leí	Leía	Voy a leer	Leería
Hablar	Hablo	Hablé	Hablaba	Voy a hablar	Hablaría
Ver	Veo	Vi	Veía	Voy a ver	Vería
Hacer	Hago	Hice	Hacía	Voy a hacer	Haría
Jugar	Juego	Jugué	Jugaba	Voy a jugar	Jugaría
Querer	Quiero	Quise	Quería	Voy a querer	Querría
Preferir	Prefiero	Preferí	Prefería	Voy a preferir	Preferiría

Quest for Knowledge – Assessment Cycle Four – Spanish

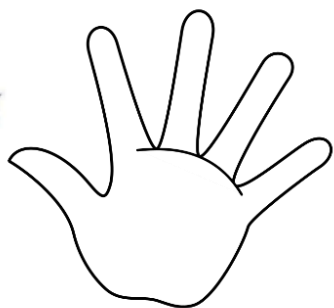
Key Questions

	¿Qué tipo de entretenimiento te gusta?	
1	A veces me gusta ir al cine	Sometimes I like to go to the cinema
2	y ver las películas de terror.	and watch horror films.
3	Son mis favoritas	They are my favourite
4	porque me dan miedo.	because they scare me.
5	Normalmente voy al cine con mis amigos	Normally I go to the cinema with my friends
6	pero el fin de semana pasado,	but last weekend,
7	fui con mi hermana mayor.	I went with my older sister.
8	Cuando quiero relajarme,	When I want to relax,
9	me gusta leer libros de fantasía.	I like to read fantasy books.
10	También, me encanta jugar a los videojuegos.	Also, I love to play videogames.
11	Juego en línea con mis amigos y hablamos mucho.	I play online with my friends and we talk a lot.

	¿Qué va a hacer en la historia? / ¿Te gustó la obra de teatro?	
1	La historia va a tratar de	The story is going to be about
2	una persona que es valiente.	a person who is brave.
3	El hombre va a montar a caballo	The man is going to ride a horse
4	en el infierno	into the fire
5	para salvar la princesa.	in order to save the Princess.
6	Me gustó la obra de teatro porque	I liked the play because
7	los actores fueron increíbles.	The actors were incredible.
8	Por un lado, me dieron miedo.	On one hand, they scared me.
9	Por el otro lado, me hicieron feliz.	On the other hand, they made me happy.
10	¡Fue una obra de teatro fantástico!	It was a fantastic play!

	Ejemplos	Examples
Simple opinions	<u>Me gustan mucho</u> los libros porque son interesantes. <u>Odio</u> ir al cine porque es caro.	<u>I really like</u> books because they are interesting. <u>I hate</u> going to the cinema because it is expensive.
People's opinions.	<u>A mi hermano menor</u> le encantan las películas de terror. <u>Nos gusta jugar</u> a los videojuegos en línea.	<u>My younger brother</u> loves horror films. <u>We like playing</u> videogames online.
Adverbs	Voy al cine <u>a menudo</u> . <u>Normalmente</u> leo los libros cada día.	I <u>often</u> go to the cinema. Normally I read books every day.
Reasons	Me gustan las películas de comedia porque me hacen reír. Odio leer <u>porque no es interesante</u> .	I like comedy films because they make me laugh. I hate to read <u>because it isn't interesting</u> .
Tenses and Time phrases	Leo mi libro <u>todos los días</u> . <u>En el pasado, iba</u> al cine <u>cada semana</u> . <u>Mañana, voy a ir</u> al teatro. <u>El año próximo, leeré</u> más libros.	I read my book <u>every day</u> . <u>In the past, I went</u> to the cinema <u>every week</u> . <u>Tomorrow, I am going to go</u> to the theatre. <u>Next year, I will read</u> more books.
Adjectives (and comparatives)	Un libro es <u>más interesante que</u> una película. Un juego de ajedrez es <u>menos aburrido que</u> un libro. Una serie de televisión es <u>tan emocionante como</u> una película.	A book is <u>more interesting than</u> a film. A game of chess is <u>less boring than</u> a book. A TV series is <u>as exciting as</u> a film.
Negatives	<u>No</u> me gusta ver las películas románticas. <u>Nunca</u> leo libros de ciencia ficción.	I <u>don't</u> like watching romantic films. I <u>never</u> read science fiction books.
Something WOW!	Las películas, <u>que</u> son demasiada largas, son aburridas. Diría que los libros que los más me gustan son Harry Potter.	Films, which are too long, are boring. <u>I would say that</u> the books that I like the most are Harry Potter.





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



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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