

Q3 Academy Langley

Quest for Knowledge Booklet

Year 9 – Cycle Three

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>

Agreement Prompts:

- “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...”

Disagreement Prompts:

- “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...”

Add to Prompts:

- “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...”

Paraphrasing:

- “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...”

Agreement Prompts

- “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...”

Disagreement Prompts

- “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

Add to Prompts

- “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...

Paraphrasing

- “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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><u>Paraphrasing</u> <u>Parafrasear</u></p> <ul style="list-style-type: none"> • En otras palabras _____ diría que... In other words, _____ said that... • Así que _____ esta diciendo que... So _____ is saying that... • Para resumir el punto de vista de _____... To summarise _____’s point... • En otras palabras... In other words...

Capital Letters

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

Frequent misconceptions:

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

Common nouns:

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

Punctuation

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

Homophones

Homophone	Rules	Example
There	There is a location. Here is also a location. There must have a here .	Place your coats over there .
Their	A pronoun – Their has an 'l'; '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	Atmospheric state. ' weather ' = at mosphere.	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	Apparently , 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 - gi ous.
Embarrass	Emb-a-rr-a-ss. Two rs , two s 's.	Sense	Sense cannot 'c', only sense. Suffix is - se .
Environment	En-vi-ron-ment. Remember, n before the m .	Tomorrow	You need to choose: Tom-or-row? Remember, one m , two rs .
Familiar	Fami-liar. Suffix is - iar .	Unfortunately	Un-for-tun-ate-ly. Suffix is - ely .
Friend	Fri-end. Fri the end of friend. Remember, i before e.	Until	Until has only un l.
Government	Govern-ment. Remember, n before the m .		
Happened	Hap-pen-ed. Suffix is - ened .		

Within this cycle you will be studying poems from the AQA Poetry Anthology that relate to two key themes of power and conflict. Over the next two pages are definitions of these themes, and some variations of them that you will need to know. This will then help you see how these themes are presented in the poems.

Power and its different forms

Theme	Definition
Power	The ability or capacity to do something or act in a particular way. The ability to direct or influence the behaviour of others, or a course of events.
Direct power	Explicitly exerting your authority over someone such as through using direct commands.
Indirect power	Often referred to as influence, the act of having power over someone without them knowing it.
Royal power	The authority someone has due to their royal position such as Kings or Queens.
Power of nature	The dominance of nature such as the weather influencing mankind.
Power of status	The authority someone has due to their position.
Institutional power	The authority someone has due to their job role.
Political power	The authority a person or a group have in making decisions about how a country is run.
Legal power	The authority a person or a group have in making decisions about laws and rules.
Economic power	The authority a person or a group have in making decisions relating to money..
Religious power	The authority a person or a group have in making decisions as part of faith.

Conflict and its different forms

Theme	Definition
Conflict	A serious disagreement or argument (noun)/ to be at a difference (verb).
Person vs. Person	The classic form of conflict between two or more people.
Person vs. Nature	A battle between a person (might be representing humanity) and nature itself- often seen as a battle for survival for mankind.
Person vs. Society	When a person battles against what is expected of them by others in a certain place.
Person vs. Self (internal conflict)	A conflict or struggle within the mind of an individual, between two choices or identities.
Person vs. Fate/Destiny	When a person fights against what they were always meant to be.

Often, conflicts have been fought over many different things. They can be summed up in terms of:

- Religion – the right to practise one over the other;
- National Identity – which person/country has the right to live or be based somewhere;
- Territory – gaining land or resources that another place has, that you want;
- Honour – being bound to fight or battle because accepted rules say you have to.

Also remember that not all conflicts involve wars, as they can be person vs. person, without one side fighting. If a large group of people are killed because of a conflict that one side has, and not the other, it is called a genocide.

Quest for Knowledge – Assessment Cycle Three - English

Link the poem by theme. Make sure to use a pencil in case you want to make any changes!

<u>Poem from Anthology</u>	Power of Nature	Power of Humans	Effects of Conflict	Loss and Absence	Memory	Identity	Anger	Guilt	Fear	Pride
Ozymandias										
London										
The Prelude										
My Last Duchess										
Charge of the Light Brigade										
Exposure										
Storm on the Island										
Bayonet Charge										
Remains										
Poppies										
War Photographer										
Tissue										
The Emigree										
Kamikaze										
Checking Out Me History										

Power and Conflict Poetry - Context

Poet	Context information on the poet	Why did they write the poem?
Percy Bysshe Shelley - <i>Ozymandias</i> (1819)	Shelley was a late Romantic English poet from the 19 th century. He was interested in writing about his own experiences, rebellion and believed that poetry should be used to express truth.	Written for a Sonnet competition with his friend, Horace Smith, Shelley wrote <i>Ozymandias</i> to make statements about Power and Nature, and how Nature will make a mockery of our attempts to live forever.
William Blake - <i>London</i> (1794)	Blake was a poet in Victorian/Georgian England most known for his anthologies <i>Songs of Innocence</i> (focused on ideas about love, innocence and nature) and <i>Songs of Experience</i> (which explored the danger of real life). Blake was politically influenced by the French Revolution.	<i>London</i> was a response to the extreme poverty in England during Blake's lifetime. This was a time where women had no rights, children were forced to work and death rates were high. Blake's poems often commented on the corruption he witnessed in London.
William Wordsworth - Extract from <i>The Prelude</i> (1850)	Wordsworth was an English poet known for creating the Romantic style of poetry. He believed in the beauty of Nature, and that Nature brought you closer to God.	<i>The Prelude</i> was Wordsworth's way of writing an autobiography about his life, and his connection and love of Nature. The extract we are focusing on tells the story of when he stole a boat.
Robert Browning - <i>My Last Duchess</i> (1842)	Browning was a poet in the 19 th century. He was the son of a wealthy bank clerk, but felt he did not fit into London society. Browning married fellow poet Elizabeth Barrett because of her over protective father. As a result, they were both familiar with over controlling patriarchs in the family as well as Italy itself.	<i>My Last Duchess</i> is loosely based on the Duke of Ferrara and is written from his perspective, talking to a messenger about arranging his next marriage. The assumption being that he was dissatisfied with his former wife and had her killed.
Alfred Lord Tennyson - <i>The Charge of the Light Brigade</i> (1854)	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.	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.
Wilfred Owen - <i>Exposure</i> (1920)	Owen is a well-known war poet who also fought as a soldier in the First World War. As a soldier, Owen suffered many injuries and suffered from shell shock – trauma experienced from war. Owen was killed one week before the end of the First World War.	Owen used his poetry to show the harsh reality of war and the impact it had on the soldiers involved. Owen wanted to highlight the truth about the dangerous conditions that the soldiers lived in.
Seamus Heaney - <i>Storm on the Island</i> (1966)	Heaney was a poet in Northern Ireland who grew up in a farming community. He was very proud of his rural heritage. Many of his poems were about very normal and homely subjects and created natural imagery in his poems through nature metaphors.	Heaney experienced the 'Troubles' – huge conflict in Northern Ireland, which became increasingly violent. The 'Troubles' were mainly focused on religion, as Northern Ireland was a Protestant country, where The Republic of Ireland was Catholic. Heaney explored these issues in the poem through the metaphor of a violent storm.

Power and Conflict Poetry - Context

Poet and Poem	Context information on the poet	Why did they write the poem?
<p>Ted Hughes – <i>Bayonet Charge</i> (1957)</p>	<p>Hughes was a 20th century poet born in Yorkshire, who served in the Royal Air Force, His poetry often explored survival in nature and myths.</p>	<p>Hughes was influenced by his father’s stories and experiences of World War One, the poetry of Owen and from growing up in the aftermath of World War One. Hughes also had an avid interest in nature.</p>
<p>Simon Armitage – <i>Remains</i> (2008)</p>	<p>Armitage is well-known as a poet who uses monologues to deliver messages about relationships, often using his own life as a guide. He is the current UK Poet Laureate (2019-2029).</p>	<p>Armitage was inspired to write <i>Remains</i> after watching a documentary called ‘The Not Dead’, which focused on the stories of ex-soldiers who had served in several conflicts. Named after the documentary, <i>Remains</i> is part of a collection of poems called ‘The Not Dead’.</p>
<p>Jane Weir - <i>Poppies</i> (2009)</p>	<p>Weir was a textile designer (a person who works with fabrics and materials) and often uses words and phrases from the textile and sewing semantic field in the poems in the form of metaphors. Her poetry often explores a diverse range of scenarios, situations and voices.</p>	<p><i>Poppies</i> was written in response to a commission for war poems by Carol Ann Duffy. As the Poet Laureate, Duffy asked Weir to contribute to the collection. When <i>Poppies</i> was written, British soldiers were still dying in wars in Iraq and Afghanistan. The poem resulted in several mothers who lost their sons in war to contact Weir, expressing how relatable the poem was.</p>
<p>Carol Ann Duffy – <i>War Photographer</i> (1985)</p>	<p>Duffy is a well-known British poet who explores topics such as gender and oppression. She was the UK Poet Laureate between 2009 and 2019.</p>	<p>Duffy was inspired by her friendship with a war photographer. Duffy was fascinated by what makes someone do such a job and as such has carefully crafted the ‘voices’ of war photographers into the poem.</p>
<p>Imtiaz Dharker - <i>Tissue</i> (2006)</p>	<p>Dharker is a poet and film maker. She was born in Pakistan but was raised in Glasgow. Dharker uses her own experiences to explore themes and issues such as religion, terrorism and global politics/identity.</p>	<p>The poem remarks how nothing is meant to last, that it would be better not to hold too tightly to such things; instead we should be willing to let go and pass things on in their time to be remade.</p>
<p>Carol Rumens - <i>The Emigrée</i> (1993)</p>	<p>Rumens is a British poet who was first interested in writing about issues relating to women and Feminism. She later became more influenced by events through the history of Europe, and the lessons that can be learned from them.</p>	<p>Rumens, when asked about the poem, said that it was not actually about a specific place, but about the conflict between Imagination and Convention – what we want to remember about places we have been, and what we are told we should remember.</p>
<p>John Agard - <i>Checking Out Me History</i> (2005)</p>	<p>Agard was born in Guyana in 1949 and worked as a teacher and journalist before moving to Britain in 1977. In Britain, he worked as a touring lecturer, giving talks and readings promoting greater understanding of Caribbean culture.</p>	<p><i>Checking Out Me History</i> was published in a collection entitled <i>Half-Caste and Other Poems</i> (2007), which was aimed at a teenage audience. Agard believed that British colonial educational institutions omitted the teaching of contributions made to the world by people of African and Caribbean heritages.</p>
<p>Beatrice Garland – <i>Kamikaze</i> (2013)</p>	<p>Garland worked as a National Health Service clinician, teacher and researcher in psychological medicine. She lives and works in London, although her poems are mainly concerned with life and death in the natural world..</p>	<p>Garland wished to learn about why people wanted to die for their country. <i>Kamikaze</i> reflects the immense social pressure upon the pilots to carry out kamikaze missions as part of Japan's war effort during World War Two.</p>

Language

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

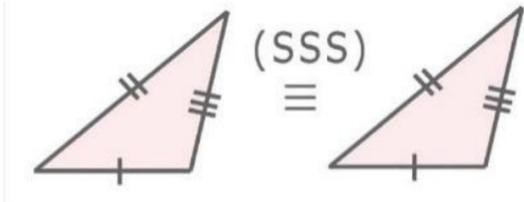
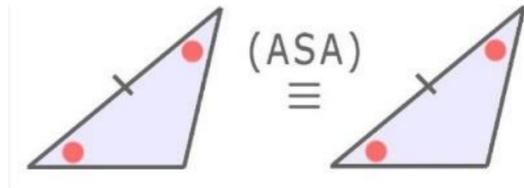
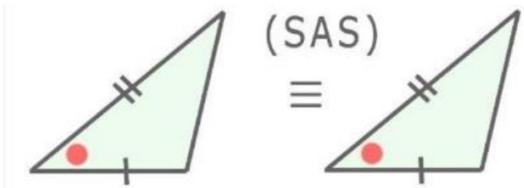
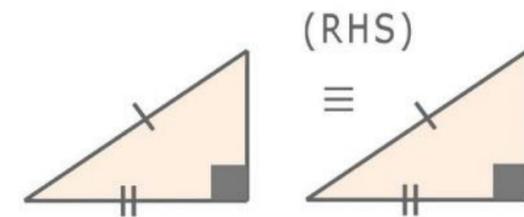
Structure

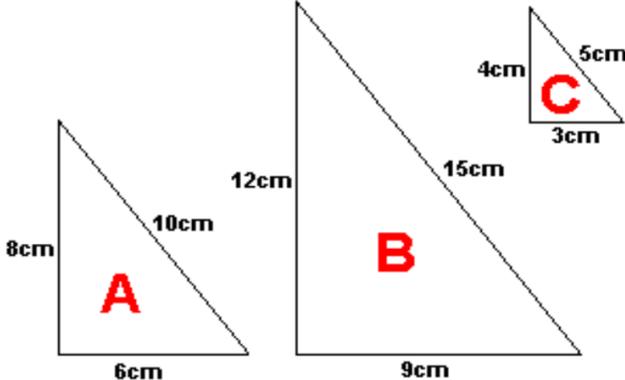
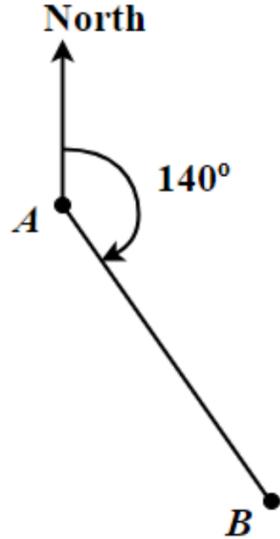
Term	Definition
Stanza	A group of lines in a poem – equivalent to a verse.
Couplet	A group of two lines in a poem, sometimes rhyming.
Rhyme	The repetition of identical or similar sounds, generally at the end of lines.
Internal Rhyme	The repetition of identical or similar sounds within a verse.
Enjambment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

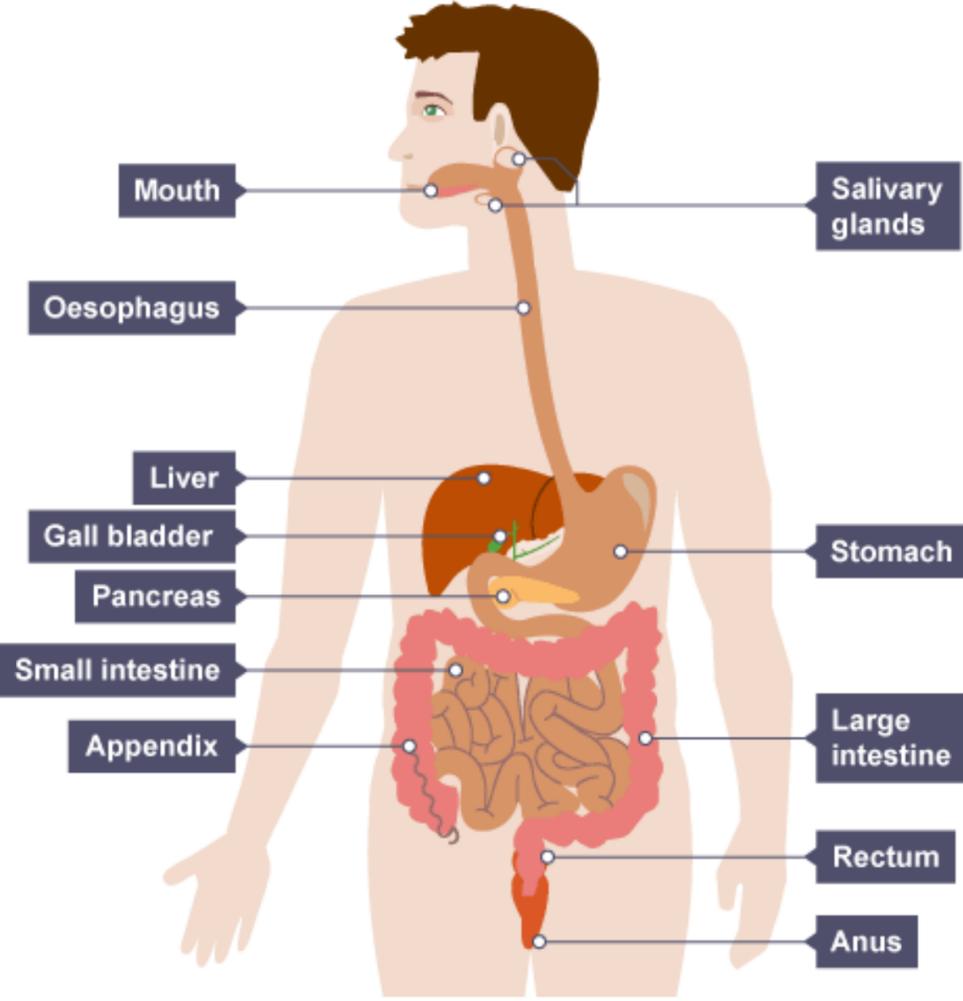
Form

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

Key Term	Definition/Examples
<p align="center">Hypotenuse</p>	<p align="center">This is the longest side of a right-angled triangle. It is located opposite the right-angle.</p>
<p align="center">Pythagoras' Theorem Hegarty Maths – 498 – 499</p>	<p>You can use Pythagoras' Theorem to find the length of a missing side in a right angled triangle.</p> <p align="center">The formula is $a^2 + b^2 = c^2$</p> <div align="center" data-bbox="1231 876 1539 1055"> </div> <p align="center"><u>c</u> is <u>always</u> the <u>hypotenuse</u>.</p>
<p align="center">Trigonometry Hegarty Maths – 508 – 515</p>	<p>You can use trigonometric ratios to find the size of an angle or the lengths of missing sides on a right-angled triangle.</p> <p align="center">The sides of the triangle are labelled relative to the angle you need to find.</p> <div align="center" data-bbox="1198 1580 1640 1799"> </div>
<p align="center">Trigonometric Ratios</p>	<p align="center">There are three trigonometric ratios you need to learn. You can use SOH CAH TOA to remember these trigonometric ratios.</p> $\sin x^\circ = \frac{\textit{opposite}}{\textit{hypotenuse}} \quad (\text{remember this as SOH})$ $\cos x^\circ = \frac{\textit{adjacent}}{\textit{hypotenuse}} \quad (\text{remember this as CAH})$ $\tan x^\circ = \frac{\textit{opposite}}{\textit{adjacent}} \quad (\text{remember this as TOA})$

Key Term	Definition/Examples
<p align="center">Congruence Hegarty Maths – 680 – 681</p>	<p>Two shapes are congruent if they are the same shape and size.</p>
<p align="center">Congruent Triangles Hegarty Maths – 682 – 690</p>	<p>For two triangles to be congruent, one of 4 criteria needs to be met:</p> <p>The three sides are equal (SSS: side, side, side)</p>  <p>Two angles are the same and a corresponding side is the same (ASA: angle, side, angle)</p>  <p>Two sides are equal and the angle between the two sides is equal (SAS: side, angle, side)</p>  <p>A right angle, the hypotenuse and a corresponding side are equal (RHS, right angle, hypotenuse, side)</p> 
<p align="center">Scale Factor</p>	<p>Enlargement of a shape or quantity is determined by its scale factor.</p> $SF_{enlargement} = \frac{Big}{Small}$ $SF_{reduction} = \frac{Small}{Big}$

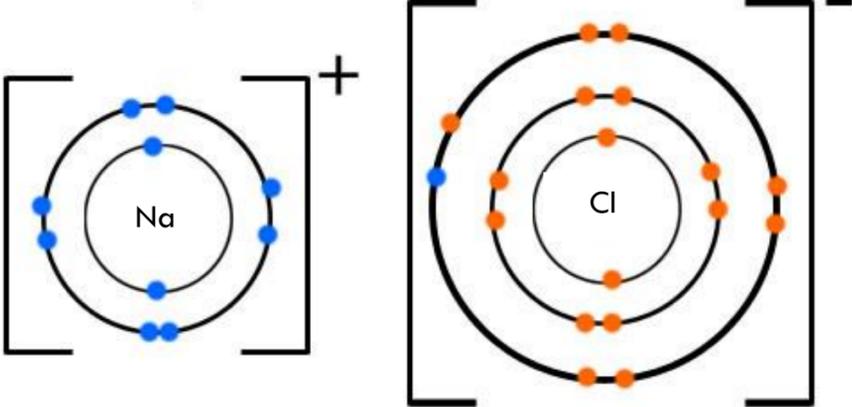
Key Term	Definition/Examples
<p>Enlargement Hegarty Maths – 642 – 647</p>	<p>An enlargement is when the dimensions of one shape are multiplied by a scale factor to give a second shape.</p> <p>If the scale factor is fractional then the shape will become smaller.</p>
<p>Similarity Hegarty Maths – 608 – 613</p>	<p>Shapes are said to be similar if they are identical in shape, but not in size.</p> <p>If we enlarge one shape to make it bigger or smaller, then the shapes are said to be similar.</p> <p>The corresponding angles are the same.</p> 
<p>Bearings Hegarty Maths – 492 – 496</p>	<p>Bearings are measured clockwise from North.</p> <p>They always have three figures. You need to add zeros if the angle is less than 100°.</p> <p>For example, an angle of 48° would give a bearing of 048°.</p>  <p>The bearing of <i>B</i> from <i>A</i> is 140°</p>

Key Term	Definition
Tissue	A group of similar cells that work together to carry out a particular function.
Organ	A group of different tissues that work together to perform a particular function.
Organ System	A group of organs working together to perform a particular function.
Digestive System	<p>An example of an organ system. It's function is to break down food. It is made up of the following organs:</p> <ul style="list-style-type: none"> • Glands (pancreas and salivary glands) that release digestive juices; • Stomach (where food is digested); • Liver (produces bile); • Small intestine (where food is digested and soluble food molecules are absorbed); • Large intestine (where water is absorbed and faeces are formed). 
Testing for Starch	Add iodine solution to the food being tested. Foods containing starch will turn a blue-black colour.
Testing for Sugars	Benedict's test is used to test for reducing sugars. Reducing sugars give a red-brown precipitate with Benedict's solution. If there's not much glucose present, the final colour may be green or yellow, or orange if there's a little more.
Testing for Protein	The biuret test is used to test for proteins. Foods containing protein will turn purple.
Testing for Lipids	The Sudan III test is one test used to test for lipids . If lipid is present in the sample, it stains red (red layer at the top of liquid).

Energy

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

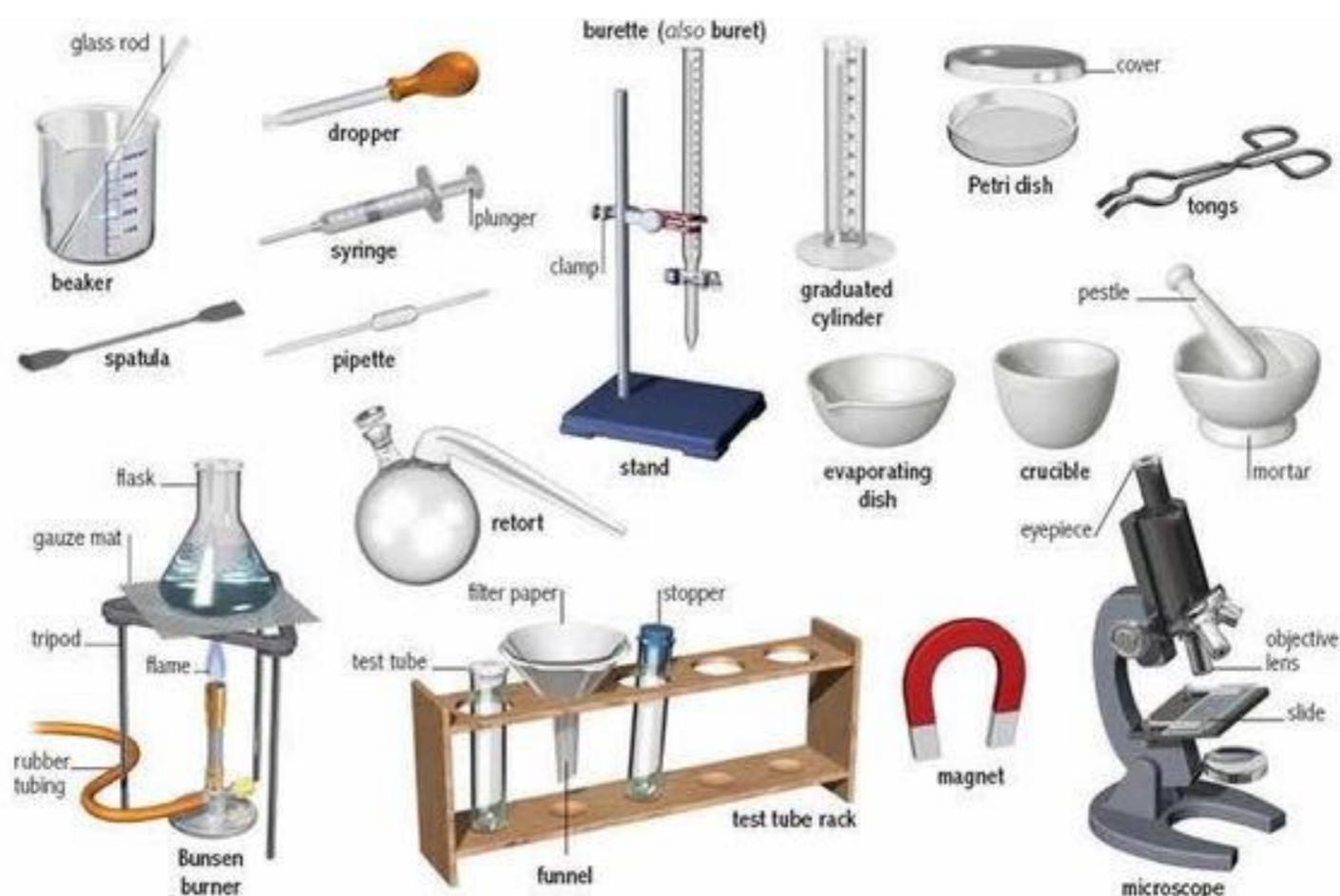
Bonding

Key Term	Definition
<p>Ionic Bonding</p>	<p>When a metal reacts with a non-metal to form a compound. Electrons are transferred from the metal to the non-metal. The metal gains a positive charge and the non-metal gains a negative charge, and they bond together.</p>  <p>They can be represented using dot and cross diagrams (above).</p>
<p>Ionic Compounds</p>	<p>They have a structure called a giant ionic lattice (closely-packed, regular arrangement of particles). There are very strong electrostatic forces attracting the oppositely charged ions in all directions. They are represented in different ways:</p> <ul style="list-style-type: none"> - Dot and Cross Diagrams; - 3D Models; - Ball and Stick Models.
<p>Properties of Ionic Compounds</p>	<ul style="list-style-type: none"> • High melting and boiling points. This is because of the strong attraction between the ions. It needs a lot of energy to break the bonds. • Most dissolve easily in water. • They don't conduct electricity when solid. This is because the ions are in fixed positions. • They do conduct electricity when melted and dissolved. This is because the ions are free to move and they will carry electric current.
<p>Covalent Bond</p>	<p>Formed when a pair of electrons is shared between two atoms to get a full outer shell. They occur between non-metal atoms. For example, non-metallic elements like chlorine and oxygen, or in compounds like water and methane.</p> <p>They can be represented in different ways:</p> <ul style="list-style-type: none"> - Dot and Cross Diagrams; - Displayed Formulas; - 3D Models and Ball and Stick Models.
<p>Simple Molecules</p>	<p>Made up of only a few atoms joined together by strong covalent bonds. e.g. hydrogen, chlorine, hydrogen chloride, methane, water.</p>
<p>Properties of Simple Molecular Structures</p>	<ul style="list-style-type: none"> • Don't conduct electricity. This is because there are no ions or free electrons to carry an electrical charge. • Low melting and boiling points. They are mostly gas or liquid at room temperature (but can be solid). This is because while the bonds between atoms are very strong, the bonds between molecules (intermolecular bonds) are very weak.
<p>Bonding in Metals</p>	<p>Electrons in the outer shells are delocalised. This means that they aren't associated with a particular atom or bond and they're free to move through the whole structure.</p>

Quest for Knowledge – Assessment Cycle Three – Science

Working Scientifically

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



Quest for Knowledge – Assessment Cycle Three – Science

Working Scientifically

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



High Accuracy
High Precision



Low Accuracy
High Precision



High Accuracy
Low Precision



Low Accuracy
Low Precision

Presenting Data

When constructing a table use the following guidelines:

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

When plotting a graph use the following guidelines:

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

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



Film Poster for a Nazi Propaganda Film "The Eternal Jew".

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

Nature (what, or the type of source)

Origin (who, when, where)

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

Timeline: 1925-1940

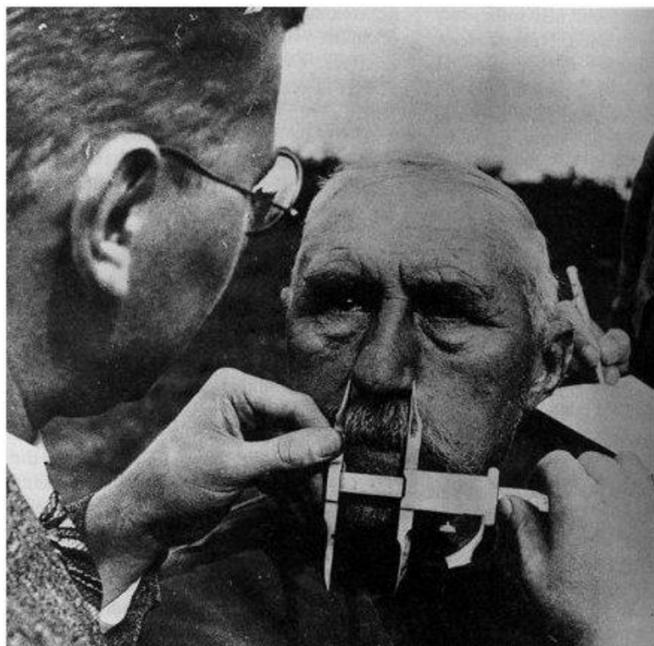
First World War – Key Chronology		
Date	Event	Notes
1925	Hitler writes 'Mein Kampf' '(My Struggle)'	This is a book that contains Hitler's political ideas, including his beliefs about Jews and how they had been bad for Germany's progress.
1933	Law for the Restoration of Public Service	This was a law passed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

Timeline: 1940-1950

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

How do Genocides Happen?

Week 1: Anti-Semitism	
Key Word	Description
Anti-Semitism	Hatred or distrust of Jewish people.
Stereotypes	A set of beliefs or generalisations about a group of people, usually untrue.
Persecution	A systematic attempt to control and ruin the lives of a group.
Genocide	The deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
Racial Policy	Categorising people due to their ethnic background or physical features and treating them differently accordingly.
Inferior	The belief that some groups are less worthy of life than others.
Pogrom	An attack on a Jewish community with the attempt to kill Jews.
1290	Year King Edward expelled Jews from England.
510	Number of Jewish Communities wiped out in pogroms after the Black Death.
Blood Libel	The medieval belief that Jews killed Christian children and used them to make Jewish Passover bread.
Judas Iscariot	The disciple who betrayed Jesus for 30 pieces of silver, resulting in Jesus' crucifixion.
November 9th 1918	The November Revolution ends, meaning the German monarchy are forced out of Germany and they are forced to surrender in the First World War.
8/10	The proportion of Jewish leaders in the Communist faction of the November Revolution.



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

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

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

How do Genocides happen?

Week 2 Treatment of Jews	
Key Word	Description
Kristallnacht	'The Night of the Broken Glass' – when Jewish homes and shops were destroyed and Jews were attacked.
Persecution	A systematic attempt to control and ruin the lives of a group.
Ghetto	Part of a city where there is severe poverty and shortages of basic resources. Housing is often of a very low standard.
Typhus	Typhus is an infection spread by lice, fleas or mites. It is often found when people live in cramped, unhygienic conditions.
Deportation	When Jews were rounded up and transported, either to ghettos or to concentration camps.
Aryanisation	The process by which the government forced Jews out of jobs to allow Germans (or Aryans, as Hitler called them) to be employed instead.
Nuremberg Laws	A number of laws passed in 1935 that restricted the freedoms of Jews.
Law for the Restoration of the Public Service	A law passed in 1933 that meant Jews were fired from jobs in the public sector - e.g. teachers, working for the government and doctors.
Alteration of Family and Personal Names	A law passed in 1938 that meant Jews had to add Jewish sounding name to their actual name. Their passports were stamped with a 'J' and they were forced to wear yellow star of David to identify themselves publicly as a Jew.
Over 1,000	Number of synagogues burned during Kristallnacht.
490,000	Total population in the Warsaw ghetto.
146,000	People per square kilometre, meaning 8-10 to each room.
253 calories	Number of calories available in Jewish rations each day (our average today is ten times that).
92,000	Approximate deaths of Jews in Warsaw between October 1940 and July 1942.
1939	Hitler invades Poland, putting many more Jews under his rule.



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

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

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

How do Genocides happen?

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



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

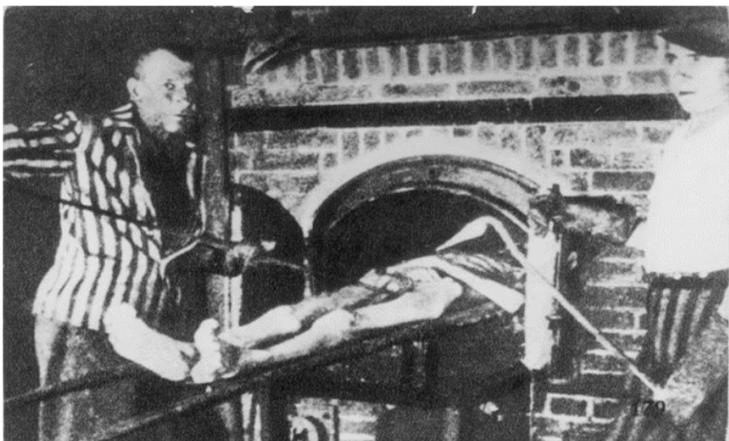
Extract – book about Auschwitz.

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

How do Genocides happen?

Week 4 Concentration Camps

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



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

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

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

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

How do Genocides happen?

Week 5 Non Jewish Victims	
Key Word	Description
Aktion T4	The Nazi programme of involuntary euthanasia, killing hundreds of thousands of people considered 'incurably sick', in operation throughout the Second World War.
Clemens von Galen	Catholic Cardinal who spoke out against Hitler's euthanasia policies.
Compulsory Sterilisation	Nazi policy of forcibly taking away certain people's ability to have children. In 1933, the Law for the Prevention of Hereditarily Diseased Offspring allowed the compulsory sterilisation of various groups, including alcoholics, those with physical disabilities, and those with mental illnesses.
Racial Hygiene	The idea that the Nazi regime should take steps to ensure Germans were 'pure and strong', by removing people from the population.
Euthanasia	Killing a sick person in order to end their suffering. Can be voluntary, where the patient agrees, or involuntary, in the case of Aktion T4.
Lebensunwertes Leben	'Life unworthy of life' – the German phrase for the groups targeted by Aktion T4.
Untermensch	'Sub-human' – the Nazi term for non-Aryans, such as Jews, Slavs and Roma.
Romani/Roma	Traditionally itinerant ethnic group, targeted by the Nazis during the Holocaust. Often referred to in English as gypsies, a term many Roma find offensive.
Slavs	An ethnic group strongly associated with central Europe and Asia, including Russians, Poles and Serbs, targeted by the Nazis during the Holocaust.
Political Prisoners	Those imprisoned for their political beliefs, such as Communists under the Nazis.



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

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

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

How do Genocides happen?

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



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

How do Genocides happen?

Week 8 Nuremburg

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



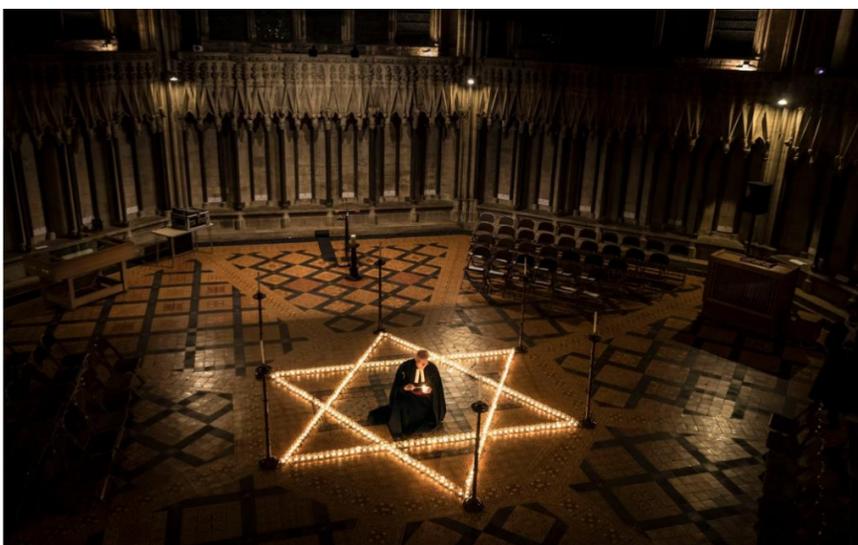
Leading Nazi Hermann Goering, facing justice in the dock at Nuremberg.

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

Allied Declaration on German Atrocities in Occupied Europe, 1943

How do Genocides happen?

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



A recent Holocaust Memorial Day commemoration in York Minster

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

How Do Geographers Understand the Human World?

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

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

How Do Geographers Understand the Human World?

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

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

How Do Geographers Understand the Human World?

Week 5

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

Week 6

Revise for your Cycle 3 Assessment next week.

Week 8 Onwards

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

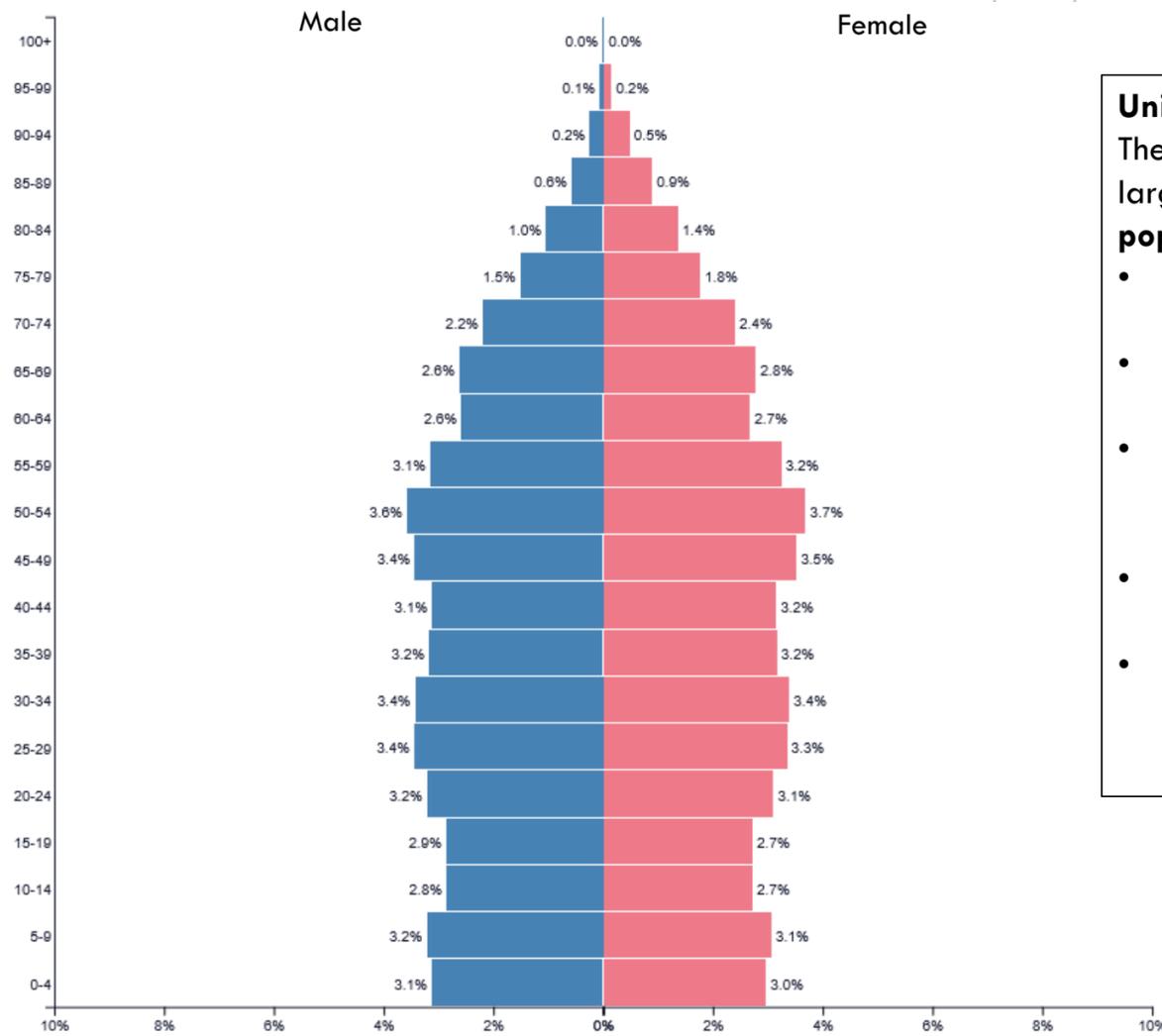
Population Pyramids

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

United Kingdom

2017

Population: 65,511,097



United Kingdom

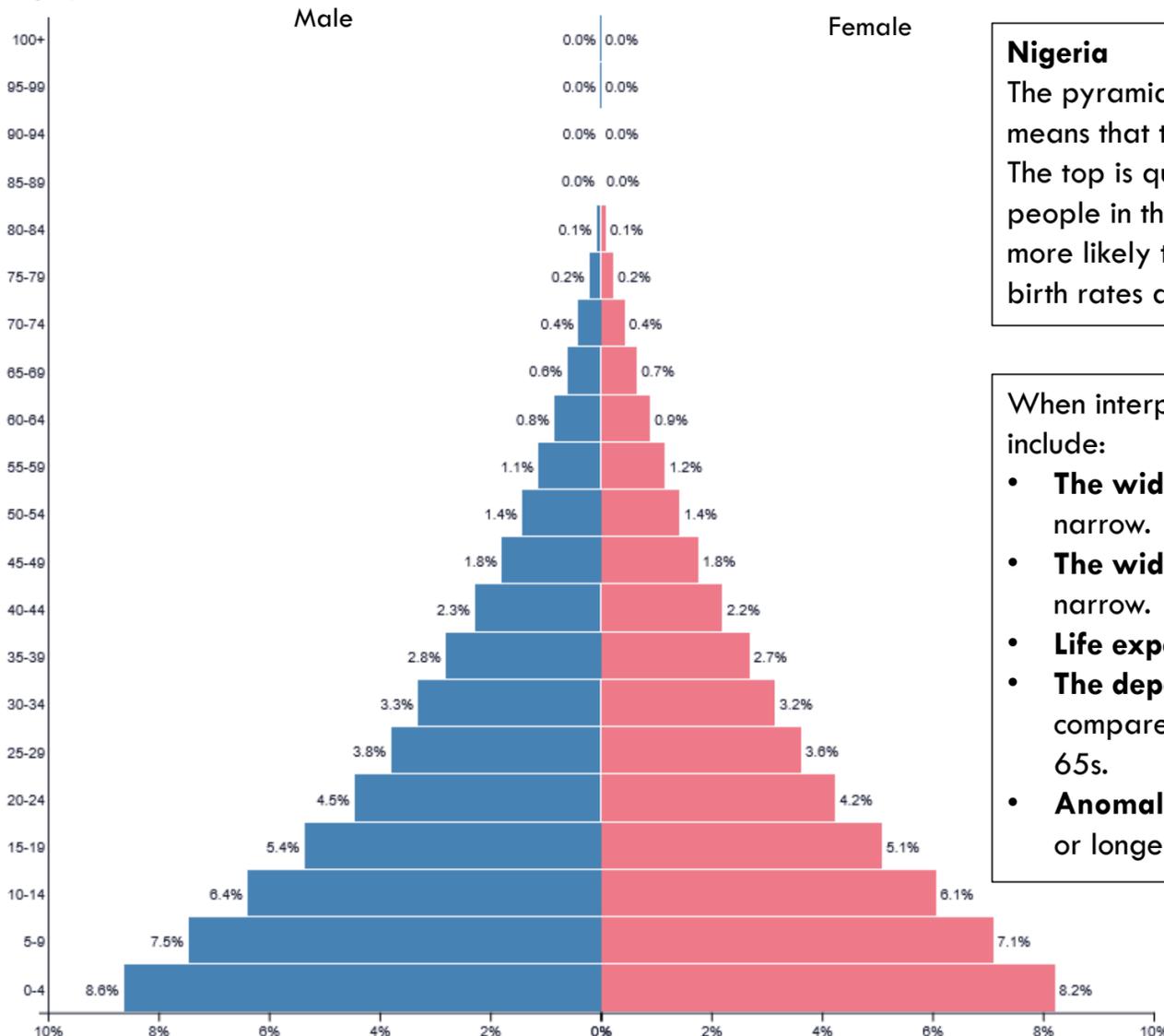
The United Kingdom has quite a narrow base but a large middle and top. This means we have an **ageing population**. In the UK:

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

Nigeria

2017

Population: 191,835,936



Nigeria

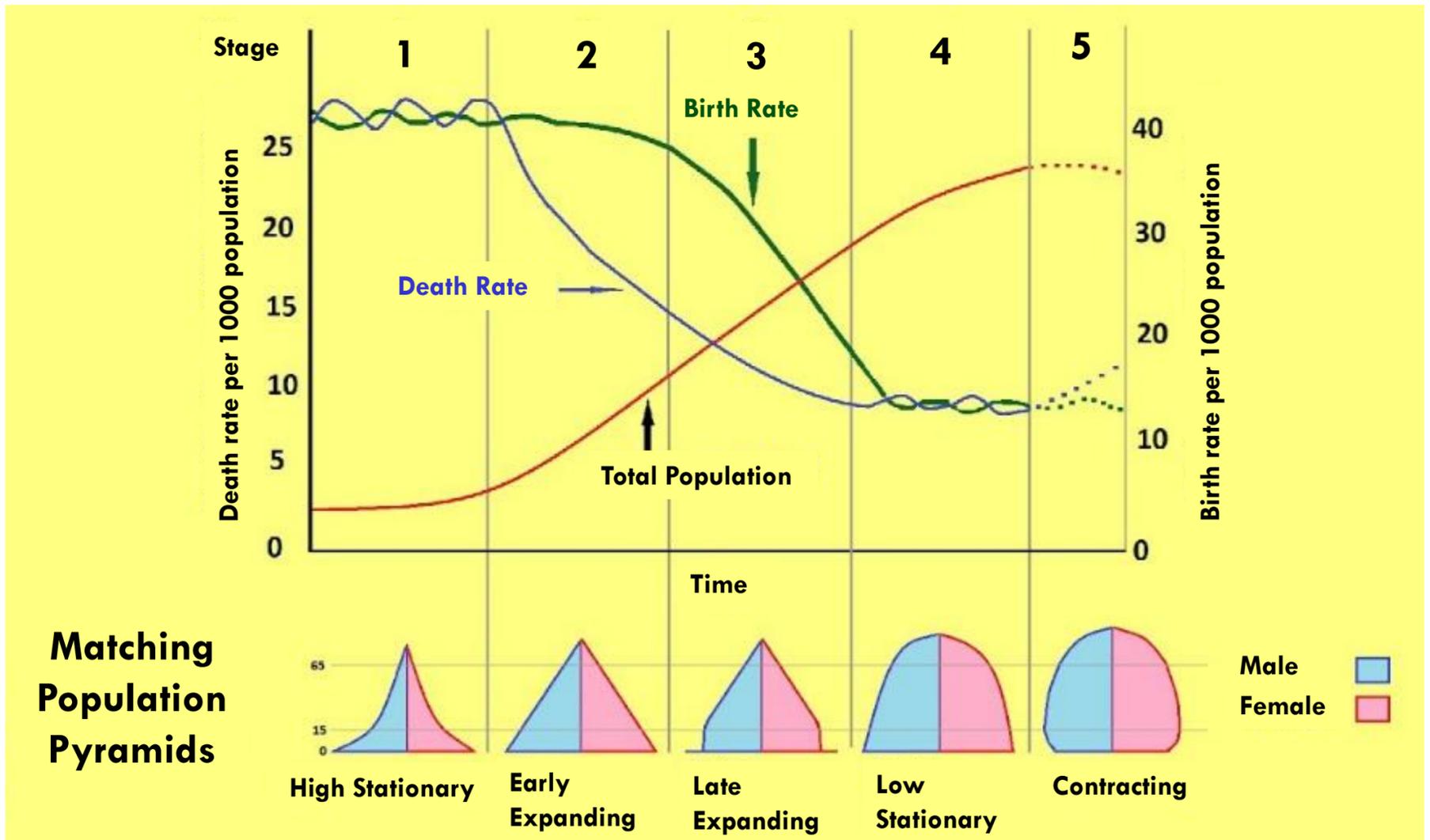
The pyramid for **Nigeria** has a very wide base. This means that there is a high proportion of young people. The top is quite narrow which means there are fewer people in the older age groups. This type of pyramid is more likely to occur in a **developing country** where birth rates are generally higher.

When interpreting a population pyramid, you should include:

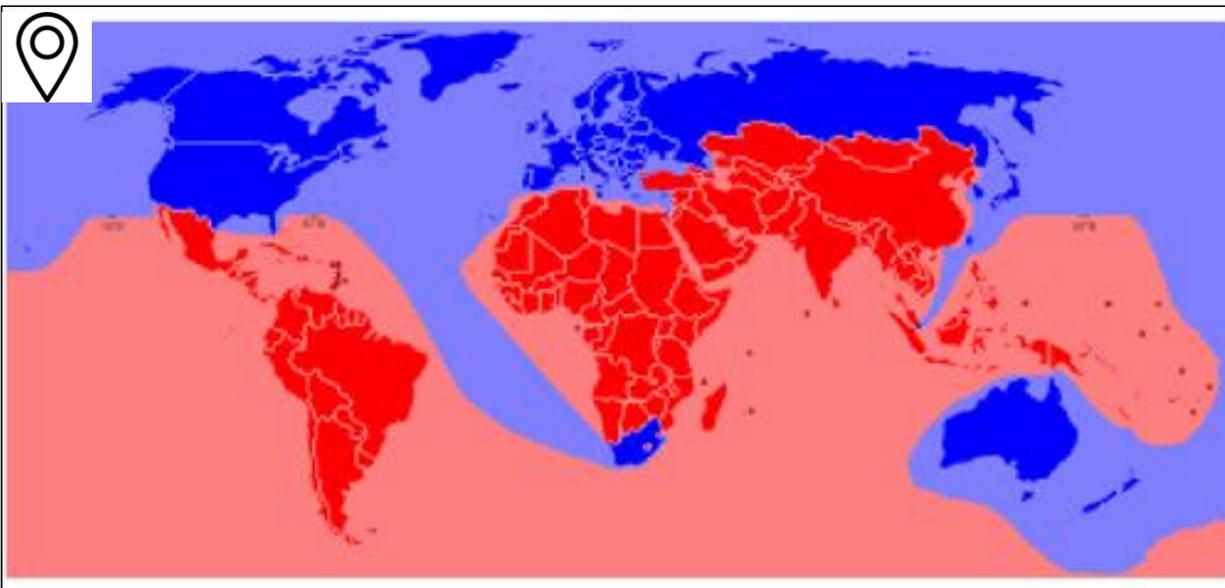
- **The width of the base of the pyramid:** wide or narrow.
- **The width of the top of the pyramid:** wide or narrow.
- **Life expectancy:** high or low.
- **The dependency ratio:** the number of active people compared to dependents i.e. under 15s and over 65s.
- **Anomalies:** such as bars that are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

How Do Geographers Understand the Human World?

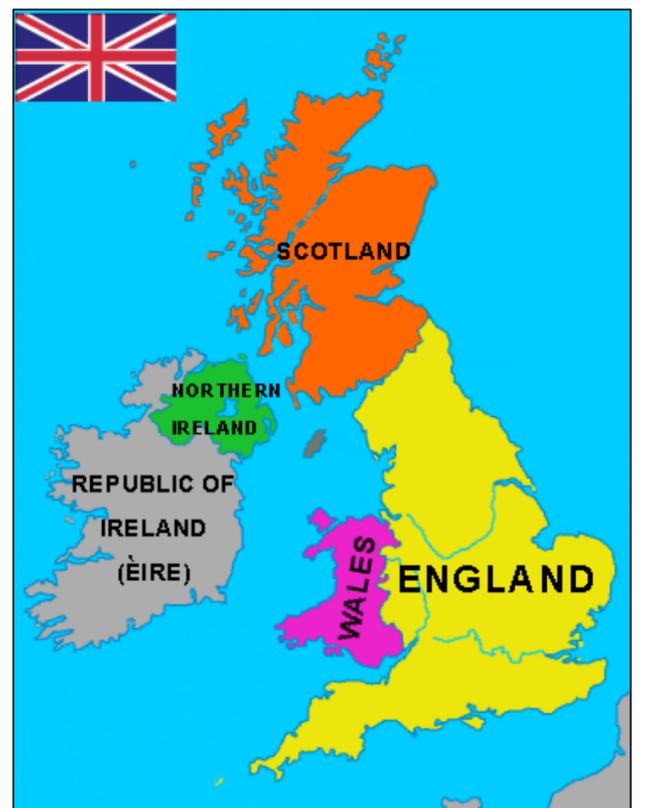
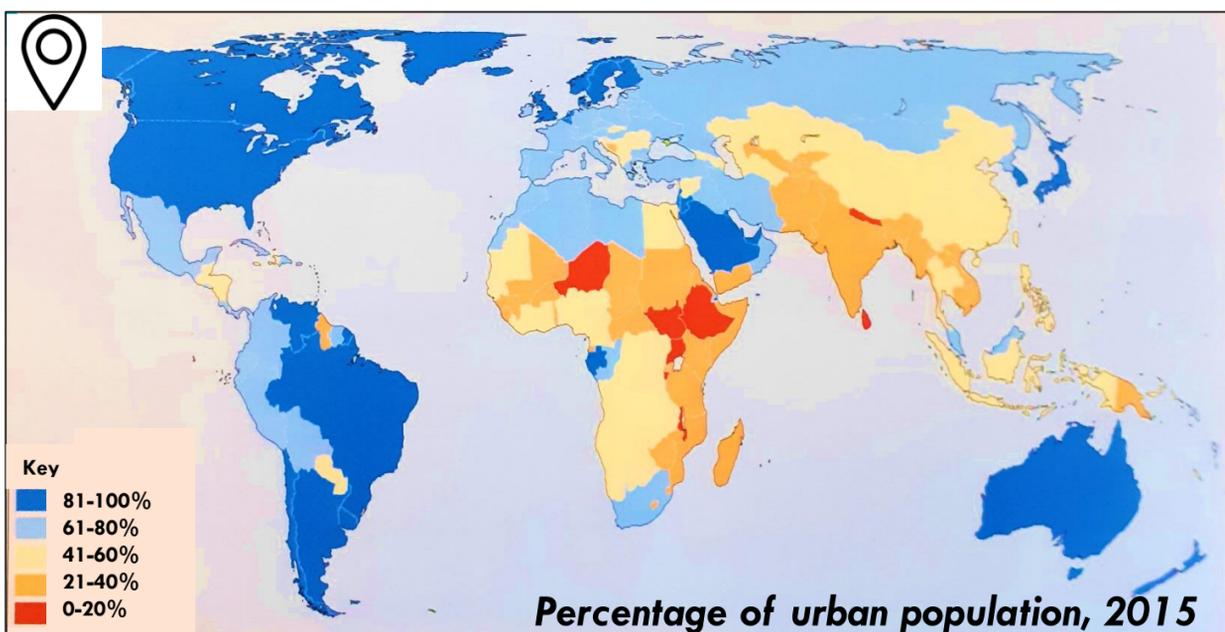
Demographic Transition Model



World Maps



Map Key
■ HICs
■ LIC/NEEs



Key Verbs

Infinitive	Meaning in English
Comprendre	To understand
Commencer	To start
Devoir	To have to
Étudier	To study
Finir	To finish
Passer (un examen)	To sit (an exam)
Porter	To wear
Redoubler	To repeat a year
Réussir	To succeed/pass
Réviser	To revise

	Present	Perfect	Imperfect	Simple Future	Conditional
Comprendre	Je comprends	J'ai compris	Je comprenais	Je comprendrai	Je comprendrais
Commencer	Je commence	J'ai commencé	Je commençais	Je commencerai	Je commencerais
Devoir	Je dois	J'ai dû	Je devais	Je devrai	Je devrais
Étudier	J'étudie	J'ai étudié	J'étudiais	J'étudierai	J'étudierais
Finir	Je finis	J'ai fini	Je finissais	Je finirai	Je finirais
Passer (un examen)	Je passe	J'ai passé	Je passais	Je passerai	Je passerais
Porter	Je porte	J'ai porté	Je portais	Je porterai	Je porterais
Redoubler	Je redouble	J'ai redoublé	Je redoublais	Je redoublerai	Je redoublerais
Réussir	Je réussis	J'ai réussi	Je réussissais	Je réussirai	Je réussirais
Réviser	Je révise	J'ai révisé	Je révisais	Je réviserai	Je réviserais

	Les exemples	Examples
Subjunctive	<p><u>Bien que je sache que</u> c'est pratique, je n'aime pas l'uniforme.</p> <p>Il <u>faut que je bosse</u> si je voudrais réussir.</p>	<p><u>Although I know that</u> it is practical, I do not like the uniform.</p> <p>I <u>must work hard</u> if I would like to succeed.</p>
Pronouns	<p><u>Mon meilleur ami adore</u> l'histoire.</p> <p><u>Nous détestons</u> l'uniforme scolaire.</p>	<p><u>My best friend loves</u> history.</p> <p><u>We hate</u> the school uniform.</p>
Adverbs	<p><u>Généralement</u>, j'aime le collège.</p> <p><u>Évidemment</u>, il faut travailler dur.</p> <p><u>Heureusement</u>, il y a plein de clubs.</p>	<p><u>Generally</u>, I like the school.</p> <p><u>Evidently</u>, you must work hard.</p> <p><u>Fortunately</u>, there are a lot of clubs.</p>
Reasons	<p>J'adore l'informatique <u>parce que c'est</u> assez pratique.</p> <p>Je déteste les maths <u>parce que je les trouve</u> nulles.</p>	<p>I love ICT <u>because it's</u> quite practical.</p> <p>I hate maths <u>because I find it</u> really boring.</p>
Tenses and Time phrases	<p><u>Tous les jours</u>, je mange à la cantine.</p> <p><u>De temps en temps</u>, je fais mes devoirs au collège.</p> <p><u>Dans le passé</u>, j'allais au collège en bus.</p> <p><u>Demain</u>, je vais aller au club de foot.</p> <p><u>L'année prochaine</u>, nous irons en France.</p>	<p><u>Every day</u>, I eat in the canteen.</p> <p><u>From time to time</u>, I do my homework at school.</p> <p><u>In the past</u>, I used to go to school by bus.</p> <p><u>Tomorrow</u>, I am going to go to the football club.</p> <p><u>Next year</u>, we will go to France.</p>
Adjectives (and comparatives)	<p>L'anglais est <u>plus</u> intéressant <u>que</u> les maths.</p> <p>L'EPS est <u>moins</u> difficile <u>que</u> le français.</p> <p>Les sciences sont <u>aussi</u> faciles <u>que</u> la géographie.</p>	<p>English is <u>more</u> interesting <u>than</u> maths.</p> <p>PE is <u>less</u> difficult <u>than</u> French.</p> <p>Science is <u>as</u> easy <u>as</u> geography.</p>
Negatives	<p>Je <u>ne</u> mange <u>jamais</u> à la cantine.</p> <p>Je <u>n'</u>apprends <u>rien</u> en sciences.</p> <p>Je <u>n'</u>aime <u>ni</u> l'anglais <u>ni</u> la géographie.</p>	<p>I <u>never</u> eat at the canteen.</p> <p>I learn <u>nothing</u> in science.</p> <p>I <u>neither</u> like English <u>nor</u> geography.</p>
Subordinate clauses	<p>Mon collègue, <u>qui</u> est petit, est assez moderne.</p> <p>La matière <u>que</u> je préfère, c'est l'anglais.</p> <p>La cantine, <u>où</u> je mange, est trop bruyante.</p>	<p>My school, <u>which</u> is small, is quite modern.</p> <p>The subject <u>that</u> I prefer, is English.</p> <p>The canteen <u>where</u> I eat, is too noisy.</p>

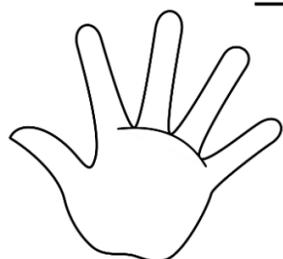


Fais-moi une description de ton collègue.

1	Q3 Langley est un collège mixte	Q3 Langley is a coeducational school
2	où on peut étudier une grande variété de matières,	where you can study a large variety of subjects,
3	y compris les sciences et l'anglais.	including science and English.
4	Je dirais que mon prof préféré m'enseigne les maths.	I would say that my favourite teacher teaches me maths.
5	Je l'aime puisque	I like him since
6	les cours sont pleins de défis et il est vraiment drôle.	the classes are full of challenges and he is really funny.
7	Sans aucune doute, mon collège idéal contiendrais	Without a doubt, my ideal school would contain
8	une salle de cinéma car je m'intéresse aux films d'horreur.	a cinema because I am interested in horror films.
9	De plus, il n'y aurait ni devoirs ni uniforme!	In addition, there would neither be homework nor uniform!

Quelles sont les différences entre les écoles en France et en Angleterre ?

1	Bien sûr il y a une gamme de différences	Of course there are a range of differences
2	entre le collège en France et en Angleterre.	between school in France and in England.
3	Considérons le fait qu'en France,	Let us consider the fact that,
4	on ne porte pas l'uniforme scolaire.	in France, they don't wear a school uniform.
5	Quelle chance!	How lucky!
6	Néanmoins, en général en France,	Nevertheless, in general in France,
7	les cours commencent plus tôt	classes start earlier
8	et ils finissent plus tard.	and they finish later.
9	En ce qui me concerne, c'est pire!	As far as I'm concerned, it's worse!



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 hôtel. Il fait beau/mauvais. Il fait chaud/froid. Il pleut/neige.	He/she is... They are... at school/at the park/at home. in a garden/ a restaurant/ a café/ a hotel. It's good/bad weather. It's hot/cold. It's raining/snowing.
Mood	Il/Elle a l'air ... Ils/Elles ont l'air... content(e)(s). triste(s). fatigué(e)(s). énervé(e)(s).	He/She seems... They seem.. happy. sad. tired. angry.

Infinitive	Meaning in English
Entender	To understand
Empezar/comenzar	To start
Tener que	To have to
Estudiar	To study
Terminar	To finish
Hacer* (un examen)	To sit (an exam)
Llevar	To wear
Repetir	To repeat a year
Aprobar	To succeed/pass
Repasar	To revise

	Present	Preterite	Imperfect	Simple Future	Conditional
Entender	Entiendo	Entendí	Entendía	Entenderé	Entendería
Empezar / Comenzar	Empiezo Comienzo	Empecé Comencé	Empezaba Comenzaba	Empezaré Comenzaré	Empezaría Comenzaría
Tener que	Tengo que	Tuve que	Tenía que	Tendré que	Tendría
Estudiar	Estudio	Estudié	Estudiaba	Estudiaré	Estudiaría
Terminar	Termino	Terminé	Terminaba	Terminaré	Terminaría
Hacer*	Hago un examen	Hice un examen	Hacía un examen	Haré un examen	Haría un examen
Llevar	Llevo	Llevé	Llevaba	Llevaré	Llevaría
Repetir	Repito	Repetí	Repetía	Repetiré	Repetiría
Aprobar	Apruebo	Aprobé	Aprobaba	Aprobaré	Aprobaría
Repasar	Repaso	Repasé	Repasaba	Repasaré	Repasaría

Writing Success Criteria - SPARTANS

Key Detail	Ejemplos	Examples
Subjunctive	<p><u>Aunque sepa que</u> es práctico, no me gusta el uniforme.</p> <p><u>Es necesario que trabaje mucho</u> si me gustaría tener éxito.</p>	<p><u>Although I know that</u> it is practical, I do not like the uniform.</p> <p><u>It's necessary that I work hard</u> if I would like to have success.</p>
Pronouns	<p><u>A mi mejor amigo, le encanta</u> la historia.</p> <p><u>Odiamos</u> el uniforme escolar.</p>	<p><u>My best friend loves</u> history.</p> <p><u>We hate</u> the school uniform.</p>
Adverbs	<p><u>Generalmente</u>, me gusta el colegio.</p> <p><u>Obviamente</u>, tienes que trabajar duro.</p> <p><u>Afortunadamente</u>, hay muchos clubs.</p>	<p><u>Generally</u>, I like the school.</p> <p><u>Obviously</u>, you must work hard.</p> <p><u>Fortunately</u>, there are a lot of clubs.</p>
Reasons	<p>Me encanta la informática <u>porque es bastante práctica</u>.</p> <p>Odio las matemáticas <u>porque creo que son inútiles</u>.</p>	<p>I love ICT <u>because it's quite practical</u>.</p> <p>I hate maths <u>because I believe that it is really boring</u>.</p>
Tenses and Time phrases	<p><u>Todos los días</u>, como en el comedor.</p> <p><u>De vez en cuando</u>, hago mis deberes en el colegio.</p> <p><u>En el pasado</u>, solía ir a la universidad en autobús.</p> <p><u>Mañana</u>, voy a ir al club de fútbol.</p> <p><u>El año próximo</u>, iremos a España.</p>	<p><u>Every day</u>, I eat in the canteen.</p> <p><u>From time to time</u>, I do my homework at school.</p> <p><u>In the past</u>, I used to go to school by bus.</p> <p><u>Tomorrow</u>, I am going to go to the football club.</p> <p><u>Next year</u>, we will go to Spain.</p>
Adjectives (and comparatives)	<p>El inglés es <u>más</u> interesante <u>que</u> las mates.</p> <p>La educación física es <u>menos</u> importante <u>que</u> el español.</p> <p>Las ciencias son <u>tan</u> fáciles <u>como</u> la geografía.</p>	<p>English is <u>more</u> interesting <u>than</u> maths.</p> <p>PE is <u>less</u> important <u>than</u> Spanish.</p> <p>Science is <u>as</u> easy <u>as</u> geography.</p>
Negatives	<p><u>Nunca</u> como en el comedor.</p> <p><u>No</u> aprendo <u>nada</u> en ciencias.</p> <p><u>No me gusta ni</u> el inglés <u>ni</u> la geografía.</p>	<p>I <u>never</u> eat in the canteen.</p> <p>I learn <u>nothing</u> in science.</p> <p>I <u>neither</u> like English <u>nor</u> geography.</p>
Subordinate clauses	<p>Mi colegio, <u>que</u> es pequeño, es bastante moderno.</p> <p>La asignatura <u>que</u> yo prefiero, es el inglés.</p> <p>El comedor, <u>donde</u> como, es muy ruidoso.</p>	<p>My school, <u>which</u> is small, is quite modern.</p> <p>The subject <u>that</u> I prefer, is English.</p> <p>The canteen, <u>where</u> I eat, is very noisy.</p>

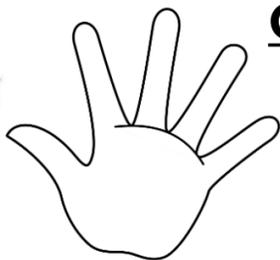


Quest for Knowledge – Assessment Cycle Three – Spanish

Key Questions

Describe tu colegio.		
1	Q3 Langley es un colegio mixto	Q3 Langley is a coeducational school
2	donde se puede estudiar una gran variedad de asignaturas,	where you can study a large variety of subjects,
3	incluso ciencias e inglés.	including science and English.
4	Diría que mi profesor preferido me enseña matemáticas.	I would say that my favourite teacher teaches me maths.
5	Me gusta ya que	I like him since
6	las clases son llenas de desafíos y él es realmente gracioso.	the classes are full of challenges and he is really funny.
7	Sin duda, mi colegio ideal contendría	Without a doubt, my ideal school would contain
8	un cine porque me interesan las películas de terror.	a cinema because I am interested in horror films.
9	Además, no habría ni deberes ni uniforme!	In addition, there would neither be homework nor uniform!

¿Cuáles son las diferencias entre los colegios en España y en Inglaterra ?		
1	Por supuesto hay una gama de diferencias	Of course there are a range of differences
2	entre el colegio en España y en Inglaterra.	between school in Spain and in England.
3	Consideremos el hecho que en España,	Let us consider the fact that in Spain,
4	no se lleva uniforme escolar.	they don't wear a school uniform.
5	¡Qué suerte!	How lucky!
6	No obstante, generalmente en España,	Nevertheless, generally in Spain,
7	las clases empiezan más temprano	classes start earlier
8	y terminan más tarde.	and they finish later.
9	Por lo que a mí respecta, ¡es peor!	As far as I'm concerned, it's worse!



Speaking: Photo card

PALM

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

Key Term	Definition
Human Rights	Basic rights and freedoms that belong to every person in the world, from birth until death.
‘UDHR’ Universal Declaration of Human Rights	Created by the United Nations in 1948, this charter set out for the first time what fundamental human rights were throughout the world e.g. no one should be held as a slave, everyone is equal before the law.
‘ECHR’ European Convention on Human Rights	The European Convention on Human Rights (ECHR) protects the human rights of people in countries that belong to the Council of Europe. All 47 Member States of the Council, including the UK, have signed the Convention in 1950.
‘UNCRC’ United Nations Convention on the Rights of a Child	This came into force in the UK in 1992. It is the most complete statement of children’s rights ever produced and is the most widely-ratified international human rights treaty in history.
Charter	A document that sets out the full range of civil, political, economic and social rights.
Human Rights Act	In 1998, the ECHR was brought into British law fully as the Human Rights Act.
European Court of Human Rights	Based in Strasbourg France, this court makes sure that States respect the rights and laws in the ECHR.

Key Term	Definition
Trade Unions	Groups of employees, normally in the same trade or profession, forming an organisation in order to protect their rights at work. For example, the National Education Union (NEU) works to protect the rights of teachers.
Combination Acts	A series of laws, passed in 1799 and 1800, banning workers from joining trade unions.
Trades Union Congress (TUC)	The umbrella (overall) body for trade unions in England and Wales. The TUC brings together fifty unions, representing approximately 5 million workers.
Strike	Employees refusing to work as a result of a dispute with employers. Strikes can be called by trade unions, but must be done so under strict rules. One famous example was the Miners' Strike in 1984-85, which resulted in 26 million person-days being lost.
Secondary Action	Sometimes called 'solidarity strikes', this is industrial action or strikes carried out by workers not involved in a dispute. For example, car workers might go on strike in solidarity with teachers. Secondary Action was outlawed in the UK in 1990.
Employers' Association	The mirror of a trade union, an employers' association brings together employers such as businesses, to protect and promote their interests. One example in the UK is the Confederation of British Industry (CBI), which can be seen as the parallel body to the TUC.
United Nations Convention on the Rights of the Child (UNCRC)	Established in 1989, the UNCRC sets out the human rights of children around the world.
International Humanitarian Law	The body of law governing conflicts around the world. For example, there are international conventions (agreements) on how to treat prisoners of war, outlawing genocide, and banning chemical weapons. Suspects can be put on trial at the International Criminal Court (ICC) in The Hague, Netherlands.

Rule of Law and Police Powers (Week 3)

Key Term	Definition
Discrimination	Treating a person or group of people unfairly on the basis of their sex, gender, race etc.
Fairness	Treating people equally and according to their circumstances.
Justice	Behaviour or treatment that is morally right and fair.
Rule of Law	In its basic form, the idea that both the government and citizens know the law and obey it. No man is above the law.
Justices of the Peace (JPs)	An officer who works for the Judiciary and needs to ‘keep the peace’, making sure laws are followed.
Special Constables	Members of the public who volunteer to do police functions or duties on a part-time basis.
Arrest	The action of seizing someone and taking them into custody.
Custody	The state of being kept in prison, especially while waiting to go to court for trial.
Stop and Search	The policing practice of stopping a person briefly in order to search them for weapons or illegal items.
Crown Prosecution Service (CPS)	A separate organisation that works with the police to prosecute criminal cases in England and Wales. The CPS often decide if there is enough evidence in a case to send them to trial.
Prosecute	Conduct legal proceedings against someone or something.
Metropolitan Police	The UK’s largest police force, responsible for policing in London.

The Courts (Week 4)

Key Term	Definition
Judiciary	The collective term for judges. Part of the separation of powers, along with the executive (government) and the legislature (Parliament).
Criminal law	The branch of law dealing with crime, offences seen as harmful to individuals or society. Under criminal law, individuals are charged and punished (if found guilty) by the state. For example, murder is a matter of criminal law.
Civil law	The branch of law dealing with disputes between individuals, where damages might be awarded.
Common law	Also known as judge-made law, common law refers to the body of decisions made by judges over the years and centuries.
Trial by jury	The idea that a 'jury of your peers' (people like you) should decide whether you are innocent or guilty.
Defendant	The person who has been accused of a crime.
Solicitors	Qualified graduates whose legal work typically covers a range of criminal and civil law. For example, a solicitor might specialise in divorce cases.
Barristers	Specialists in specific parts of the law, employed by solicitors to represent clients in higher courts. Expert barristers can apply to become Queen's Counsel (QCs).
Citizens Advice	Community-based charity providing help and advice, including free legal advice.
Burden of proof	The requirement needed in order to find someone guilty of an offence. In criminal cases, the burden is that the case against a defendant must be established 'beyond reasonable doubt'.
Custodial	A court sentence involving custody, i.e. the convicted individual has to go to prison or some other institution. Similarly, non-custodial sentences are those which do not involve custody, such as fines.
Appeal	In law, the process by which legal decisions are challenged or reviewed. For example, someone convicted of murder might challenge their conviction in the Court of Appeal.
Ombudsman	An individual with the role of investigating complaints of maladministration (the idea that rules have not been followed or enforced correctly). For example, the Parliamentary and Health Service Ombudsman investigates complaints that the government or health service have not done their job properly.

Crime in the UK (Week 5)

Key Term	Definition
1.2 per 1000	The UK has a homicide (killing) rate of around 1.2 murders per 100,000 people every year.
0.2 per 1000	This is the homicide rate per 100,00 people in Japan
52.02 per 1000	This is the homicide rate in El Salvador, Central America.
Recorded Crime	How many crimes are there in the UK? Recorded Crime is where it has been recorded, or written down, by the police.
Crime Survey of England and Wales (CSEW).	A survey that asks people whether they have been a victim of crime and whether or not they reported it to the police.
24%	The % of people in the UK who are sentenced by a court who are female
76%	The % of people in the UK who are sentenced by a court who are male
Individualism	The idea that someone is an individual and responsible for their choices. They should be punished if they make bad choices.
Collectivism	The idea that society should do more to support people away from crime, especially those who are more likely to be offenders.
Crime	An illegal act for which someone can be punished by the government especially.
Theft	Taking property from another person without their consent, with the intention to use it for one's own benefit.
Robbery	Robbery is essentially theft or attempted theft with either the use, or the threat, of force or violence.
Criminal Damage	Deliberate damage caused to another's property or belongings.
Fraud	Deliberate deception for personal gain. For example, somebody lying about how much they earned, in order to pay less tax, would be guilty of fraud.
Anti-Social Behaviour	Behaviour that has a negative impact on others or the local environment. For example, graffiti and vandalism would count as anti-social behaviour.

Punishment in the UK (Week 6)

Key Term	Definition
Sentence	If someone is found guilty of an offence, they will receive a sentence (a consequence) of some kind. The five purposes of (reasons for) sentencing are listed below.
Punishment	The first purpose of sentencing is to punish the offender, so they face negative consequences for their crime.
Deterrence	The second purpose of sentencing is to deter offenders, or put people off the idea of committing crimes in the first place.
Rehabilitation	The third purpose of sentencing is to rehabilitate the offender, so they learn not to commit crimes again in the future.
Protection	The fourth purpose of sentencing is to protect the public from crimes being committed against them in the future.
Reparation	The fifth purpose of sentencing is for offenders to make reparations for their offence, making up for the harm caused.
Custodial Sentences	Custodial sentences are those involving an offender being sent to prison (being put into custody). This is reserved (kept for) the most serious crimes.
Non-Custodial Sentences	Non-custodial sentences are used for less serious crimes, and do not involve an offender being sent to prison. Non-custodial sentences might include fines (the most common type of sentence).
Life sentences	Life sentences are reserved for the most serious of all crimes, such as murder, and involve the prisoner being incarcerated (locked up) until they die. In most cases, prisoners can be considered for parole (early release) after a minimum number of years set by the judge. The length of this minimum term will reflect the seriousness of the offence.
Penal Reform	Penal reform campaigns place more emphasis on rehabilitation in sentencing, arguing that this is more effective for the offender and for society as a whole. Prominent penal reform groups in the UK include the Howard League for Penal Reform and NACRO, the National Association for the Care and Rehabilitation of Offenders.

Key Term	Definition
Jurors	Jurors are the twelve individuals who have been randomly picked to serve on a jury in a court case. They will hear all the evidence in the case, and make a decision whether the defendant is innocent or guilty. If they return a guilty verdict, the judge in the case will then decide what sentence should be applied.
Jury Service	Jury service is the act of being part of a jury. Each year, around 200,000 adults in the UK perform jury service. Names are randomly chosen from the electoral register and those selected must serve, unless there is good reason for them not to.
Tribunal Members	Citizens can also volunteer to be members of a tribunal, the court-like bodies set up to resolve disputes and disagreements. The best-known type of tribunal is an employment tribunal, but they also exist for other areas, such as immigration and asylum cases.
Special Constables	Special Constables are volunteer (unpaid) police officers, with full police powers.
Magistrates	Also known as Justices of the Peace (JPs), magistrates are volunteer judges who are trained and preside over (run) a Magistrates' Court, usually as part of a 'bench' of three magistrates. Magistrates receive thorough training, and Magistrates Courts decide the vast majority of criminal cases in England and Wales. There are no juries in Magistrates' Courts.
Neighbourhood Watch	Neighbourhood Watch groups are local groups of residents, who keep a careful watch out for crime in their area, and report any suspicious activities to the police.
Witnesses	A witness is a crucial part of a court case, as they have specific knowledge of the case. They may have seen the crime being committed, or they might be 'expert witnesses', with specific expertise that is relevant.
Victims of Crime	Victims of crime play an important role in the legal system, by reporting the crime they have suffered to the police. If crimes go unrecorded, police forces do not have a clear picture of what is happening in their area, and cannot respond accordingly.
Police and Crime Commissioners	Since 2012, police forces in England and Wales have been overseen by elected Police and Crime Commissioners (PCCs), responsible for the strategic (overall) direction of policing, and for holding the local police force to account. The current PCC in the West Midlands is David Jamieson.

Key Term	Definition
Appeal	If a defendant in a court case believes the court has made a mistake, and reached an incorrect judgement, they may be able to appeal, and have their case looked at again. In England and Wales, the Court of Appeal considers appeals for civil and criminal cases. The most important appeals may be considered by the Supreme Court.
Miscarriage of Justice	The term miscarriage of justice refers to a mistake made by a court, which results in an innocent person being punished for a crime they did not commit. The case of the Birmingham Six was an example of a miscarriage of justice (see below).
Judicial Review	Judicial Review happens when judges look again at (review) a decision made by the government, to ensure that it has acted within its legal powers. The decision in 2019 to prorogue Parliament was subject to Judicial Review (see below).
The Birmingham Six	In 1974 the IRA, a terrorist group fighting for the reunification of Ireland, exploded bombs in two pubs in Birmingham, killing 21 people. The following year, six men were convicted of the bombings and sentenced to life imprisonment. In 1991, these sentences were deemed (judged as) unsafe, and the men walked free. Concerns over the original conviction included the fabrication (making up) of evidence and forced confessions.
The Hillsborough Disaster	In 1989, 96 Liverpool fans were killed in a crush at the Sheffield Wednesday ground in Hillsborough, Sheffield, during an FA Cup semi final match. Originally the deaths were judged to be accidental but for many years afterwards relatives of the victims campaigned for the truth about the disaster to be investigated and revealed. In 2012, it was found that the police had deliberately altered witness statements in order to divert attention from failures on the day. In 2016, an inquest jury, set up to investigate what caused the death of the 96 victims, found that they had been unlawfully killed as a result of poor decisions by the police.
The Prorogation of Parliament	In 2019, shortly after becoming Prime Minister, Boris Johnson advised the Queen to prorogue (suspend) Parliament for five weeks. Although prorogation is a normal procedure, critics argued that the length in this case was unusual, and was designed to avoid Parliamentary scrutiny of the government's Brexit policy. In a Judicial Review, the Supreme Court decided that the prorogation had been unlawful and as such, had never legally taken place. Parliament resumed the following day.

Active Citizenship at Q3 Academy Langley

Key Term	Definition
Food Bank	A place where stocks of food, typically basic provisions and non-perishable items, are supplied free of charge to people in financial need.
Volunteering	When one person gives their own time to help others without being paid.
Active Citizenship	Participating in society to bring about a change. For example: organising and / or collecting food for food banks.
Smethwick Foodbank	Two foodbanks based in the Smethwick region.
Trussell Trust	An organisation that oversees 420 foodbanks in the UK.
Emergency Food	3 days worth of food provided to people who visit a foodbank and can prove that they are in need of help.
Food Vouchers	Vouchers that can be given to a person in a position of financial hardship. They can then be exchanged for emergency food.
Lobbying	A person or group of people meeting or taking action to try to persuade another to take up their cause.
Primary Source	A primary source is information collected first-hand by an individual – e.g. a questionnaire. Examples: <ul style="list-style-type: none"> • Interview with a Patricia White, who set up the first Trussell Trust Food Bank in Birmingham. • Analysis of a Parliamentary report on food poverty.
Secondary Source	A secondary source is information collected by someone who did not experience first-hand or participate in the events or conditions you're researching – e.g. watching a news clip in which the reporter has already carried out the research. Examples: Use of Trussell Trust website; Citizenship pages of your Q4K; Media Clips; Newspaper Articles; Citizenship Textbook; reading tutor texts about poverty such as <i>A Street Cat Named Bob</i>.
Statistics	Number data that allows people to examine an event.
Sponsored Walk	A key feature of our active citizenship project was our sponsored walk at Cannock Chase during Ethos Week.
Fundraising	Generating money for charity or cause – sponsored walk.
Raising Awareness	To improve people's knowledge about an issue – in our case this is Food Poverty. Communication: Social Media; Newsletters; Conversations; Sponsored Walk.

Writing About Active Citizenship

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

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

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

Answering the Exam Questions

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

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



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

This page is intended to remain blank.