# Year 9 Knowledge Organiser: Gateway to GCSE

| Macbeth- The Downfall of Man | A Christmas Carol- Goodness in humans | An Inspector Calls- Responsibility | Power & Conflict Poetry- Power & Corruptibility |
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| **Course content: What is the Downfall of Man?**<br>1. **The Downfall of Man**: what is evil and where does it come from?<br>2. **Hamlet**: what is the point of everything?<br>3. **Much Ado**: the funny side of misunderstanding, love and deception.<br>4. **Nothing's Changed**: what is discrimination?<br>5. **Machiavelli**: political manoeuvring<br>6. **Great Expectations**: dealing with guilt- a divided soul<br>7. **When the mind plays tricks**: hallucinations<br>8. **Interview with a serial liar**: is redemption possible?<br>9. **Hubris**: seducing a hero<br>10. **Witchcraft**, evil and King James VI<br>11. **Oscar Pistorius**: a modern fall from grace<br>12. **Nothing's Changed**: what is discrimination?<br>13. **Article on Rapper DaBaby**: what is free speech?<br><br><br><br>**Core task: Paper 1 Question 2 (language analysis)** | **Course content: Are humans fundamentally good?**<br>1. **Oliver Twist**: why is compassion and empathy important?<br>2. **Hattie Carroll** and **Blaming Poverty on the Poor**: why is it important to acknowledge social inequality and injustice?<br>3. **Great Expectations**: how far are we in control of our own fate?<br>4. **Ragged Schooling**: why is education so important? What is benevolent capitalism?<br>5. **Philanthropy**: how can power and influence be used for good?<br>6. **Sadiq Khan** as London Mayor: do we have responsibility for others in society?<br>7. What are the requirements of being a 'good person'?<br>8. **Chinglish**: how should we approach cultural differences?<br>9. **My Name is Why**: what are the consequences of cultural differences?<br><br><br><br><br><br>**Core task: Article writing on 'greed'** | **Course content: Can we take responsibility for ourselves?**<br>1. **Noughts and Crosses**: what are the implications of social class?<br>2. **Prayer before Birth**: what does it mean to be innocent in a corrupt world?<br>3. **Caroline Flack article**: how are women treated by the media?<br>4. **The Five**: what are the implications of an addiction on an individual?<br>5. **Pankhurst speech**: how do women take responsibility to further their rights?<br>6. **All My Sons**: do you have a responsibility to yourself over others?<br>7. **A Taste of Honey**: how far does parental responsibility extend?<br>8. **Pygmalion**: do the rich have a duty to the poor<br>9. **Wetherspoons article**: does an employer have a duty to support those who build the business?<br>10. **Pascal's Wager**: what is the basis of Pascal's Wager?<br>11. **Teenager**: what responsibility do we have for our own future?<br>12. **From the Lightness Sky**: should countries take responsibility for looking after refugees?<br><br>**Core task: Paper 1 Question 4 and Paper 1 Question 5** | **Course content: Does absolute power corrupt absolutely?**<br>1. **Search for My Tongue/Presents from my Aunts in Pakistan: w**hat are the different interpretations of identity?<br>2. **Flag, Still I Rise and John Boyega speech**: what are the links between country and identity?<br>3. **Continuation of Flag, Still I Rise and accent article:** what is a stereotype and how do they emerge?<br>4. **Manhunt, Dulce et Decorum Est**: how are the consequences of war highlighted in these poems?<br>5. **Haddock of Mass Destruction poem and article, Harry Patch song and article:** how are personal experiences used in poetry?<br>6. **Hawk Roosting**: how does hierarchy and tyranny link to the real world?<br>7. **Next to of course god america, Brexit Bus article:** how does politics affect our lives?<br>8. **Salome**: what are gender stereotypes?<br>9. **Thirteen**: how should the police behave towards the citizens they are tasked to protect?<br>10. **Vultures**: what is evil?<br><br>**Core task: Paper 2 Question 5 speech on the importance of literature.** |
| **Core Knowledge:**<br>1. Explain the 10 key plot points of Macbeth<br>2. What is the Downfall of Man, and how does is link to Macbeth?<br>3. What is the difference between a Shakespearean comedy and a Shakespearean tragedy?<br>4. What is hubris?<br>5. How do guilt, madness and hallucinations connect?<br>6. Explain the significance witchcraft in the Jacobean era<br>**Disciplinary Knowledge:**<br>1. How do you respond to a language analysis task? Give a specific example<br>2. How do you ensure your answers are clear and cohesive?<br>3. How do you embed quotes accurately?<br>4. How do you ensure that you analyse rather than simply inferring? | **Core Knowledge:**<br>1. What are the key features of an article?<br>2. What does pathos, logos and ethos mean, and why are they important?<br>3. Explain what genre, audience and purpose means.<br>4. Can you define a noun, verb, adjective, adverb? Can you explain why choosing the correct ones is important?<br>5. What are the four main sentence moods?<br><br>**Disciplinary Knowledge:**<br>1. When I write an article, what considerations must I make when I plan?<br>2. How can I use emotive language alongside ethos, pathos and logos in my article writing?<br>3. What makes an effective article closing and opening?<br>4. Can you define a noun, verb, adjective, adverb? Can you explain why choosing the correct ones is important?<br>5. How might the four main sentence moods be useful for your non-fiction writing?<br>6. Why are metaphors an important part of non-fiction writing?<br>7. What is sentence/paragraph patterning and why is it a useful rhetorical tool? | **Core Knowledge**<br>1. Can you define a noun, verb, adjective, adverb?<br>2. Can you explain the different types of narration?<br>3. Can you define metaphors, similes and personification?<br>4. What is language evaluation? How is it different to analysis?<br>5. What is an evaluative verb?<br>6. What is authorial intent?<br><br>**Disciplinary Knowledge:**<br>1. Why are descriptive/narrative openings important?<br>2. What options do we have when we open our description and narration?<br>3. What does 'paragraph variation' mean and why is it a useful tool?<br>4. How do you plan a piece of description/narration?<br>5. Can you form metaphors, similes and personification in your own writing?<br>6. Why are metaphors an important part of non-fiction writing?<br>7. What is sentence/paragraph patterning and why is it a useful rhetorical tool?<br>8. How do I respond to a language evaluation task? What analytical and evaluative language should I use? | **Core Knowledge:**<br>1. What are the key features of a speech?<br>2. What does pathos, logos and ethos mean, and why are they important?<br>3. Explain what genre, audience and purpose means.<br>4. Can you define a noun, verb, adjective, adverb? Can you explain why choosing the correct ones is important?<br>5. What are the four main sentence moods?<br><br>**Disciplinary Knowledge:**<br>1. When I write a speech, what considerations must I make when I plan?<br>2. How can I use emotive language alongside ethos, pathos and logos in my speech writing?<br>3. What makes an effective speech closing and opening?<br>4. Can you define a noun, verb, adjective, adverb? Can you explain why choosing the correct ones is important?<br>5. How might the four main sentence moods be useful for your non-fiction writing?<br>6. Why are metaphors an important part of non-fiction writing?<br>7. What is sentence/paragraph patterning and why is it a useful rhetorical too |

# English@Kettlethorpe Non-fiction Writing Toolkit

**Ethos** ←→ **Pathos** ←→ **Logos**

Credibility and Ethics | Emotions and Feelings | Logic and Reason

## The Genres

### Letters
**Key features**
Addresses, Dear, Yours faithfully

### Articles
**Key features**
Headline/title, variety of paragraph lengths, engaging tone

### Speeches
**Key features**
Audience acknowledgement throughout, address other side of argument

### Leaflet
**Key features**
Headline/title, engage with reader, range of small headings

## The Purposes

### Arguing
Justify a particular point of view or idea with authority and confidence

### Persuading
Convince someone to behave in a certain way

### Informing
Explain a particular point of view or idea with confidence

### Entertaining
Written for the purposes of fun or 'light heartedness'

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### The KHS "Super 7"
*Use a range of these to liven up your work*

1. **Start with because:** Because of incessant obsession with 'freedom,' we've allowed this virus to spread.
2. **Some; others:** Some children might escape the clutches of the virus; others will not be so lucky.
3. **Use dashes for emphasis:** This virus – a deadly virus – will not stop unless we take action.
4. **Neither, nor, nor** It is neither caring, nor selfless, nor heroic – it's simply the height of stupidity to refuse to wear a mask.
5. **Use the more, the more, the more, the less:** The more we clutch, the more we grab, the more we try to hold on to the idea that we don't have to wear a mask, the less successful we will be in the fight with Covid 19.
6. **Use if, if, if, then:** If we continue to avoid, if we continue to refuse, if we continue to ignore, then we will eventually destroy our future.
7. **Anadiplosis for emphasis:** This refusal is selfish and abhorrent - abhorrent because we are killing our loved ones, selfish because we have a choice to make a difference.

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### Grammatical Knowledge

*You should be able to use these sentence structures across all genres and purposes*

1. **Listing commas:** Now is the time to claw, crawl, scrape and scrap our way out of this situation!
2. **Temporal Clauses:** After decades of appalling neglect, now is the time to act!
3. **Prepositional Phrases:** Inside my heart, I know it's the right thing to do.
4. **Although:** Although I appreciate your views, I implore you to see this another way.
5. **Unless:** Unless we reflect upon the kind of people we want to be, we will never change.
6. **Conditional 'if':** If you must insist upon being utterly ignorant, then that is your decision.

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### Connectives

1. **Adding:** and, also, as well as, moreover, furthermore, besides, in addition.
2. **Cause and Effect:** because, so, therefore, thus, consequently, as a result of.
3. **Comparing:** equally, in the same way, like, similarly, likewise, as with, as compared with.
4. **Contrasting:** whereas, instead of, alternatively, otherwise, unlike, on the other hand, in contrast.
5. **Emphasising:** above all, in particular, especially, significantly, indeed, notably, most of all.
6. **Illustrating:** for example, such as, for instance, as revealed by, in the case of, as shown by.
7. **Qualifying:** however, although, unless, except, if, as long as, apart from, yet, despite.
8. **Sequencing:** next, then, first, second, finally, meanwhile, after.

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## Figurative Language

Use metaphors and personification to 'map' from one topic to another and illustrate your point. As a useful starting point, disease, war, fire, suffocation and growth are useful starting places for this.

Example: Litter as suffocation:

To persuade people to stop dropping litter, a metaphor might be a metaphor of suffocation: As we carelessly drop each single-use plastic bag on the way home from school, we are only contributing to the slow, painful and agonising suffocation of our own homes.

## Vocabulary

**Positive Language:**
Incredible, phenomenal, astronomical, sensational, sophisticated, stunning, triumphant, ambitious, compassionate
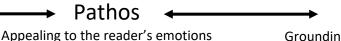
**Negative Language:**
Abysmal, appalling, cataclysmic, abhorrent, vile, disgusting, abominable, inexcusable, shameful, unedifying

# English@Kettlethorpe Fiction Writing Toolkit

## Ethos
Creating an authentic and believable persona

## Pathos
Appealing to the reader's emotions

## Logos
Grounding the scene in reality

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## The Tasks

### Description
*Using a picture, suggested title or opening line as an inspiration for a description*

### Narrative
*Using a picture, suggested title or opening line as an inspiration for a short story*

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## Suggested Plan

1. **Sharp opening** (single line only)
2. **Drop** the reader into the scene
3. **Zoom into** a particular object/aspect
4. **Shift** in time or mood
5. **Zoom out** and come back to the scene
6. **Sharp finish** (single line only)

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## Creating your persona

### Hopes/Dreams
What are your character's biggest hopes and dreams?

### Fears/Nightmares
What are your character's biggest fears and nightmares?

### People
Who are your character's most loved/feared people? Why?

### Possessions
What is your characte most treasured possession? Why?

### Memories
What are your characters best/worst memories? Why?

**You don't need to use all of this information, but it's brilliant to drop these things in!**

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## The KHS "Super 7"
*Use a range of these to liven up your work*

1. **Start with because:** Because of one mistake, my life has never been the same.
2. **Some; others:** Some people live normal happy lives; others are destined for something altogether..
3. **Use dashes for emphasis:** My heart- my deadly, doomed heart- lurches inside of me.
4. **Neither, nor, nor:** Neither my teachers, nor my mum, nor my dad, even tried to give me a chance.
5. **Use the more, the more, the more, the less:** The more I cling to the idea of a normal life, the more I try to find love, the more I try to live like everyone else, the less it seems possible.
6. **Use if, if, if, then:** If only I had stopped, if only I had thought, if only I had paused, then things would be much different.
7. **Anadiplosis for emphasis:** In the pit of my soul, I knew it. Knew it was over. Over from the minute I took that step.

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## Mastery Knowledge
*You should be able to use these sentence structures across all genres and purposes*

1. **Listing commas:** My stomach was swelling, running, jumping and exploding all at once!
2. **Temporal Clauses:** After fifteen years, I find myself back here.
3. **Prepositional Phrases:** Deep inside my soul, it stays there even now.
4. **Although:** Although the sky is blue and the sun is shining brightly, my mind creates a different picture.
5. **Unless:** Unless I let this go, I'll never move on.
6. **Conditional 'if':** If only she had said no, I wouldn't be here now.

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## Connectives

1. **Adding:** and, also, as well as, moreover, furthermore, besides, in addition.
2. **Cause and Effect:** because, so, therefore, thus, consequently, as a result of.
3. **Comparing:** equally, in the same way, like, similarly, likewise, as with, as compared with.
4. **Contrasting:** whereas, instead of, alternatively, otherwise, unlike, on the other hand, in contrast.
5. **Emphasising:** above all, in particular, especially, significantly, indeed, notably, most of all.
6. **Illustrating:** for example, such as, for instance, as revealed by, in the case of, as shown by.
7. **Qualifying:** however, although, unless, except, if, as long as, apart from, yet, despite.
8. **Sequencing:** next, then, first, second, finally, meanwhile, after.

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## Figurative Language

Use metaphors and personification to 'map' from one topic to another and illustrate your emotions and descriptions. As a useful starting point, disease, war, fire, suffocation and growth are useful starting places for this.

Example: Unhappiness as disease:

All along, I knew it; a plague of unhappiness lurched over me like an unwanted, unpleasant stench. It engulfed me, enveloped me, and infected not only me, but those around me. And now I'm alone.

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## Vocabulary

**Positive Language:**
Beautiful, intricate, dazzling, delightful, charming, blissful, effervescent, exquisite, gorgeous, glowing, shining, harmonious, jubilant, phenomenal, wholesome

**Negative Language:**
Agonising, terrifying, unseemly, unsettling, insidious, intimidating, callous, obnoxious, haggard, ghastly, banal, misanthropic

# English@Kettlethorpe Literary Terms Toolkit

## Poetic Forms

**Free verse.** Free verse poetry is poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form.

**Epics.** An epic poem is a lengthy, narrative work of poetry. These long poems typically detail extraordinary feats and adventures of characters from a distant past.

**Sonnet.** A sonnet is a 14 line poem, typically (but not exclusively) concerning the topic of love. Sonnets contain internal rhymes within their 14 lines; the exact rhyme scheme depends on the style of a sonnet.

**Elegies.** An elegy is a poem that reflects upon death or loss. Traditionally, it contains themes of mourning, loss, and reflection. However, it can also explore themes of redemption and consolation.

**Ballad.** A ballad (or ballade) is a form of narrative verse that can be either poetic or musical. It typically follows a pattern of rhymed quatrains. From John Keats to Samuel Taylor Coleridge to Bob Dylan, it represents a melodious form of storytelling.

## Types of Narrator

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| Limited 3$^{rd}$ person | External narrator with knowledge of one character's feelings (he). |
| Omniscient 3$^{rd}$ person | External narrator- knowledge of more than one character's feelings (he). |
| 1$^{st}$ person | Told from a character's perspective (I). |
| 2$^{nd}$ person | Directed to the reader (you). |
| Unreliable narrator | When the perspective offered makes us question the narrator's credibility. |

## Structural Features

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|---|---|
| Atmosphere | The mode or tone set by the writer |
| Climax | The most intense or decisive point. |
| Dialogue | The lines spoken by characters. |
| Exposition | The start where ideas are initiated. |
| Denouement | The ending |
| Flashback | (Analepsis) Presents past events. |
| Flash-forward | (Prolepsis) Presents future events. |
| Foreshadowing | Hints what is to come. |
| Motif | A recurring element in a story. |
| Resolution | The answer or solution to conflict. |
| Setting | A geographical/historical moment/places. |
| Theme | A major idea or subject running through a text. |
| Shift | A switch or change of focus. |
| Tension | The feeling of emotional strain. |
| Protagonist | The leading character or one of the major characters in a play, film, novel |
| Antagonist | a person who actively opposes or is hostile to someone or something; an adversary |

## Language Features

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|---|---|
| Simile | A comparison made using the words "like" or "as." |
| Metaphor | A comparison – made directly or indirectly – without using "like" or "as." |
| Personification | Giving human characteristics to something which is not human. |
| Onomatopoeia | Words which attempt to imitate sounds. |
| Alliteration | A repetition of consonant sounds. |
| Plosive | "b," "p," "t" and "d" sounds – which can be harsh, aggressive or shocking. |
| Sibilance | Repeated "S" sounds – most often caused by "s" "ss" and "c." These can be harsh, smooth or sickly. |
| Assonance | A repetition of vowel sounds. |
| Anaphora | A repetition of words, phrases or clauses. |
| Juxtaposition | Two things being placed close together for contrasting effect. |
| Oxymoron | A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire." |
| Semantic field | A set of words relating to the same topic. "Foul" and "Shot" would appear in the semantic field of sports. |
| Antithesis | Placing contrasting ideas together. |
| Ambiguity | A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one. |
| Anachronism | A person or object placed in an inappropriate time. |
| Cliché | An overused phrase or saying |
| Hyperbole | Exaggeration. |
| Irony | A use of words to mean something very different from what they appear to mean. |
| Litotes | Deliberate understatement for effect – the opposite of hyperbole. |
| Metonymy | A related item or attribute is use to replace the word normally used. For example, "suit" used to replace businessman. |
| Pathetic fallacy | When a character's feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining. |

## Sentence Types

**Declarative** — a sentence that makes a statement, provides a fact, offers an explanation, or conveys information
*e.g. Today it is sunny        London is the capital of England.*

**Exclamative** — a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark
*e.g. This is ridiculous!            I am astounded by your attitude!*

**Interrogative** — a sentence that asks a question and ends in a question mark
*e.g. When will we learn?        How much does it cost?*

**Imperative** — a command or a request statement
*e.g. Get out!                Open the window.*

## Word Types

**Verbs:** Verbs are action or state words such as: run, work, study, be, seem.

**Nouns:** Nouns are words for people, places or things such as: mother, town, Rome, car, dog.

**Adjectives:** Adjectives are words that describe nouns, such as kind, clever, expensive.

**Adverbs:** Adverbs are words that modify verbs, adjectives or other adverbs, such as: *quickly, back, ever, badly, away, generally, completely.*

**Prepositions:** Prepositions are words usually in front of a noun or pronoun and expressing a relation to another word or element, such as: *after, down, near, of, plus, round.*

**Pronouns:** Pronouns are words that take the place of nouns, such as: *me, you, his, it, this, that, mine, yours, who, what.*

# Year 9

| Macbeth: what leads to the downfall of man?<br>https://bit.ly/y9mac | Unit 2<br>A Christmas Carol: are humans fundamentally good or bad?<br>https://bit.ly/y9acca | Unit 3<br>An Inspector Calls: can we take responsibility for ourselves?<br>https://bit.ly/y9aic | Unit 4<br>Poetry: does power corrupt and create conflict?<br>https://bit.ly/y9poet |
|---|---|---|---|
| **Soliloquy** - *noun* a (usually long) dramatic speech intended to give the illusion of unspoken reflections<br>**manipulative** - *adj.* skillful in influencing or controlling others to your own advantage<br>**hubris** - *noun* overbearing pride or presumption<br>**Origin** - *noun* properties attributable to your ancestry<br>**agency** - *noun* the state of being in action or exerting power<br>**biblical** - *adj.* of or pertaining to or contained in or in accordance with the Bible<br>**allusion** - *noun* passing reference or indirect mention<br>**paranoia** - *noun* a psychological disorder characterised by delusions of persecution or grandeur<br>**destruction** - *noun* the termination of something by causing so much damage to it that it cannot be repaired or no longer exists<br>**Equivocal** - *adj.* uncertain as a sign or indication; open to two or more interpretations<br>**deception** - *noun* the act of deceiving; an illusory feat; considered magical by naive observers; a misleading falsehood<br>**Manipulation** - *noun* exerting shrewd or devious influence especially for one's own advantage; the action of touching with the hands (or the skillful use of the hands) or by the use of mechanical means<br>**coercion** - *noun* the act of compelling by force of authority; using force to cause something<br>**narcissism** - *noun* an exceptional interest in and admiration for yourself<br>**Suppression** - *noun* forceful prevention; putting down by power or authority<br>**anxiety** - *noun* a vague unpleasant emotion that is experienced in anticipation of some (usually ill-defined) misfortune<br>**Hallucination** - *noun* an object perceived during a hallucinatory episode; illusory perception; a common symptom of severe mental disorder<br>**fragility** - *noun* lack of physical strength; quality of being easily damaged or destroyed<br>**Invisibility** - *noun* the quality of not being perceivable by the eye<br>**hubris** - *noun* overbearing pride or presumption<br>**hamartia** - *noun* the character flaw or error of a tragic hero that leads to his downfall<br>**Redemption** - *noun* the act of delivering from sin or saving from evil<br>**contrition** - *noun* sorrow for sin arising from fear of damnation<br>**Regret** - *noun* sadness associated with some wrong done or some disappointment<br>**malevolence** - *noun* the quality of threatening evil; wishing evil to others<br>**sinister** - *adj.* on or starting from the wearer's left; threatening or foreshadowing evil or tragic developments<br>**Paranoia** - *noun* a psychological disorder characterised by delusions of persecution or grandeur<br>**anxiety** - *noun* a vague unpleasant emotion that is experienced in anticipation of some (usually ill-defined) misfortune<br>**ignorance** - *noun* the lack of knowledge or education | **Empathy** - *noun* understanding and entering into another's feelings<br>**Generosity** - *noun* acting generously; the trait of being willing to give your money or time<br>**Perspective** - *noun* the appearance of things relative to one another as determined by their distance from the viewer; a way of regarding situations or topics etc.<br>**Poverty** - *noun* the state of having little or no money and few or no material possessions<br>**Intention** - *noun* an act of intending; a volition that you intend to carry out; (usually plural) the goal with respect to a marriage proposal; an anticipated outcome that is intended or that guides your planned actions<br>**Corruption** - *noun* abuse of power for selfish ends<br>**Exploitation** - *noun* an act that exploits or victimises someone<br>**Opportunity** - *noun* a possibility due to a favourable combination of circumstances<br>**Transformation** - *noun* the act of changing in form or shape or appearance<br>**Hardship** - *noun* something that causes or entails suffering<br>**Philanthropy** - *noun* voluntary promotion of human welfare<br>**Generosity** - *noun* acting generously; the trait of being willing to give your money or time<br>**Contribution** - *noun* any one of a number of individual efforts in a common endeavour<br>**Inequality** - *noun* lack of equality<br>**Responsibility** - *noun* a form of trustworthiness; the trait of being answerable to someone for something or being responsible for one's conduct<br>**Morality** - *noun* concern with the distinction between good and evil or right and wrong<br>**Moral** - *adj.* concerned with principles of right and wrong or conforming to standards of behaviour and character based on those principles<br>**Virtue** - *noun* the quality of doing what is right and avoiding what is wrong<br>**Judgement** - *noun* the act of judging or assessing a person or situation or event<br>**Idealism** - *noun* impracticality by virtue of thinking of things in their ideal form rather than as they really are<br>**Realism** - *noun* the attribute of accepting the facts of life and favouring practicality and literal truth<br>**Persona** - *noun* (Jungian psychology) a personal facade that one presents to the world<br>**Duality** - *noun* being twofold; a classification into two opposed parts or subclasses<br>**Transformation** -*noun* the act of changing in form or shape or appearance | **Transcend** - *verb* go beyond; go beyond<br>**Innocence** - *noun* a state or condition of being innocent of a specific crime or offense<br>**Empathy** - *noun* understanding and entering into another's feelings<br>**Corruption** - *noun* inducement (as of a<br>**Condemn** - *verb* declare or judge unfit; express strong disapproval of someone/something<br>**Bias** - *noun* a partiality that prevents objective consideration of an issue or situation<br>**Demise** - *noun* the time when something ends<br>**Degradation** - *noun* changing to a lower state (a less respected state)<br>**Conflict** - *noun* an open clash between two opposing groups (or individuals<br>**Responsibility** - *noun* a form of trustworthiness; the trait of being answerable to someone for something or being responsible for one's conduct<br>**Generational** - *adj.* of or relating to a generation<br>**Duty** - *noun* work that you are obliged to perform for moral or legal reasons<br>**Maternal** - *adj.* relating to or characteristic of or befitting a parent; related on the mother's side<br>**Perception** - *noun* knowledge gained by perceiving; a way of conceiving something; becoming aware of something via the senses<br>**Tradition** - *noun* an inherited pattern of thought or action; a specific practice of long standing<br>**Opportunity** - *noun* a possibility due to a favourable combination of circumstances<br>**Authority** - *noun* official permission or approval; the power or right to give orders or make decisions | **Individual** - *adj.* being or characteristic of a single thing or person; separate and distinct from others of the same kind<br>**Fundamental** - *adj.* being or involving basic facts or principles<br>**Context** - *noun* information that surrounds a language unit and helps to determine its interpretation<br>**Discrimination** - *noun* unfair treatment of a person or group on the basis of prejudice<br>**Perspective** - *noun* the appearance of things relative to one another as determined by their distance from the viewer (point of view)<br>**Heritage** - *noun* practices that are handed down from the past by tradition<br>**Acknowledge** - *verb* accept (someone) to be what is claimed or accept his power and authority; accept as legally binding and valid<br>**Hierarchy** - *noun* the organization of people at different ranks in an administrative body<br>**Principle** - *noun* a rule or standard especially of good behaviour; rule of personal conduct)<br>**Manipulation** - *noun* exerting shrewd or devious influence especially for one's own advantage<br>**Patriotism** - *noun* love of country and willingness to sacrifice for it<br>**Conflict** - *noun* a state of opposition between persons or ideas or interests<br>**Corruption** - *noun* abuse of power for selfish ends<br>**Gender** - *noun* the properties that distinguish organisms on the basis of their reproductive roles<br>**Control** - *noun* the activity of managing or exerting control over something;<br>**Inequality** - *noun* lack of equality<br>**Subvert** - *verb* destroy completely<br>**Oppress** - *verb* come down on or keep down by unjust use of one's authority; cause to suffer |