

Learning: The Ruskin Way

At Ruskin all students to **learn together** and **achieve high standards**. Students follow our **Core Values** to become a **Ruskin Learning Ready Student**.

RESPECT: A Ruskin Learning Ready student is **respectful** towards peers, teachers, support staff and visitors. Within our diverse school community, they demonstrate **kindness** and **tolerance**. They show **self-respect** by striving to be the best they can be and by being **organised** and **prepared** to learn.

HIGH ASPIRATIONS: A Ruskin Learning Ready student is **ambitious** both inside and outside of the classroom. They **love to learn** and appreciate all of the **opportunities** offered to them. Because of their high aspirations, they **strive** to be the **best** that they can be.

CONFIDENCE: A Ruskin Learning Ready student is **confident** in their **abilities** and **strengths**. They are **not afraid** to make mistakes and will **ask questions**. They take an **active role** in their learning and demonstrate **independence**.

WE ARE A COMMUNITY: A Ruskin Learning Ready student **works well** with others and is a **team player**. They **care** for others and are proud to be part of the **Ruskin community**.

A Ruskin Learning Ready Student

PREPARED:

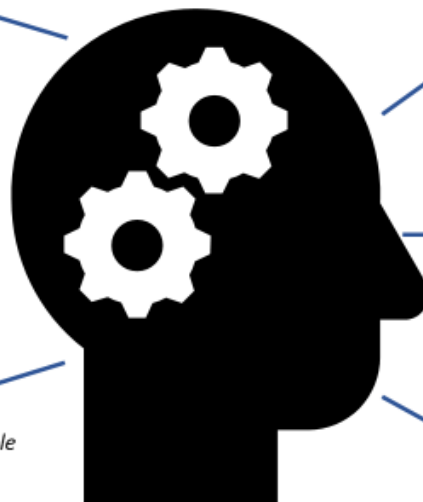
- *Has a good night's sleep*
- *Eats well and stays hydrated*
- *Arrives at school and lessons on time*
- *Wears their uniform correctly*
- *Enters the room calmly and is ready to learn*

ORGANISED:

- *Brings the correct equipment*
- *Manages their time appropriately*
- *Completes all work, including homework, to the deadline set and to the best of their ability*

RESPECTFUL

- *Is respectful, kind and tolerant of all people in our diverse school community*
- *Is a team player*
- *Listens to others without judgement*
- *Demonstrates self-respect and takes pride in their work and progress*



CONFIDENT:

- *Has confidence in their own abilities and strengths*
- *Is not afraid to ask for help and support*
- *Can communicate and read with confidence*
- *Is inquisitive and takes an active role in their learning*

AMBITIOUS:

- *Has high aspirations for themselves and their future*
- *Strives to be the best they can be*
- *Relishes the opportunities offered to them*

REFLECTIVE:

- *Listens to and responds to their teachers' feedback*
- *Is able to identify their next steps and areas for improvement*
- *Strives to improve*

Independent Learning at Ruskin

Independent Learning is all about helping you to build on the knowledge that you learn in class so that you **know more, remember more, and can do more**. This means you will experience lasting changes in your **long-term memory**, and develop a deep understanding of what you cover in class.

When you have truly learnt something, you can:

- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Apply it to different situations

Quiz It, Map It, Link It is a structured programme of **independent learning** and **revision activities** that will help you to do all of the above. By using your **Core Knowledge Questions Booklet** in multiple different ways, you will go from simply memorising the facts, to really understanding them, and being able to use the knowledge much more **confidently** and **effectively**.

Our Core Values:



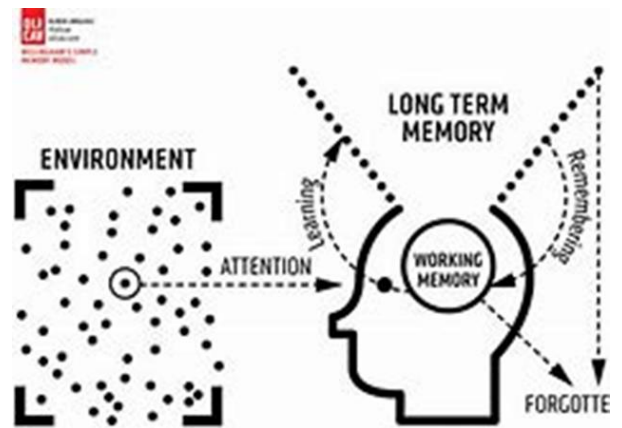
We want you to feel **confident** with the **new knowledge** that you acquire and you should feel **assured** about how best to learn this **new knowledge**. Your **Core Knowledge Questions Booklet** and **Quiz It, Map It, Link It** will help with this.



We want you to be the **best that you can be** and to **“think big”** for yourselves. By using your **Core Knowledge Questions Booklet** and **Quiz It, Map It, Link It**, you will demonstrate a **positive attitude to learning**, and also push yourself to reach your **goals**.



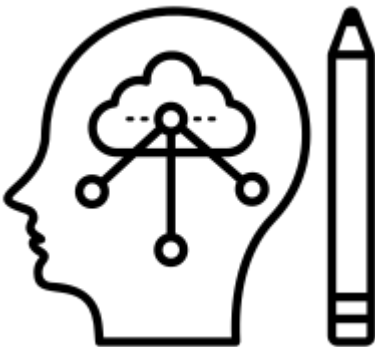
We want you to have **self-respect** and understand the important of working **independently**. Completing **Quiz It, Map It, Link It** activities highlights your ability to recognise your **strengths** and also **areas for development**.



Our Evidence-Informed Independent Learning and Revision Strategies



Quiz It – what can you remember about your Core Knowledge Questions? What more do you learn and remember?



Map It – use mind maps to create revision resources. These can then be used to learn the core knowledge.



Link It – what other subjects/topics that you have studied does this knowledge link to? Why and how does it link?



Independent Learning: How to Quiz It



Quiz It – what can you remember about your Core Knowledge Questions? What more do you learn and remember?

How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to recall knowledge you have already learnt) The majority of your Quiz It work should be **Retrieval Practice** as this will help you to **remember more**.

Step 1: **LOOK**

- Pick a subject/topic and read over the Core Knowledge Questions (you may not pick all of them from one subject/topic depending on what you have learnt already).
- You may need to re-read.
- Copy out the questions on a blank template.

Step 2: **COVER**

- Turn over your Core Knowledge Questions or cover up them up.

Step 3: **WRITE**

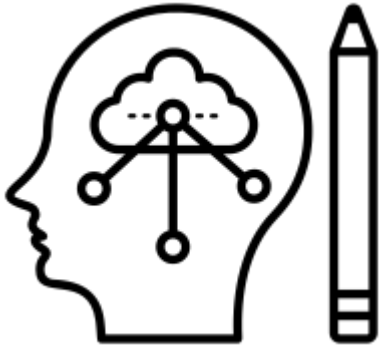
- On your blank template, write in the answers.
- Use black or blue pen.

Step 4: **CHECK**

- Uncover the answers.
- Using green pen, check your answer.
- Tick every correct item and correct any mistakes – this is the most important part of the process.

Step 5: **REPEAT**

- Complete the process again for any questions that you got wrong.
- Add more questions to your blank template and complete the process again.



Independent Learning: How to Map It

Map It – use mind maps to create revision resources. These can then be used to learn the core knowledge.

Step 1: Identify the knowledge

- Pick a topic that you wish to revise. This will go in the centre of your mind map.
- Have your Core Knowledge Questions ready.

Step 2: Identify the Core Knowledge Questions

- These questions will become the main branches of your mind map.
- Write out the questions carefully and leave space around them.

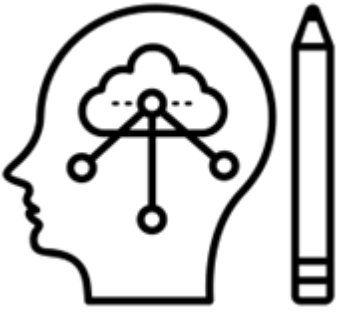
Step 3: Branch Off

- Branch off your Core Knowledge Questions with the answers.
- Copy the answers carefully.

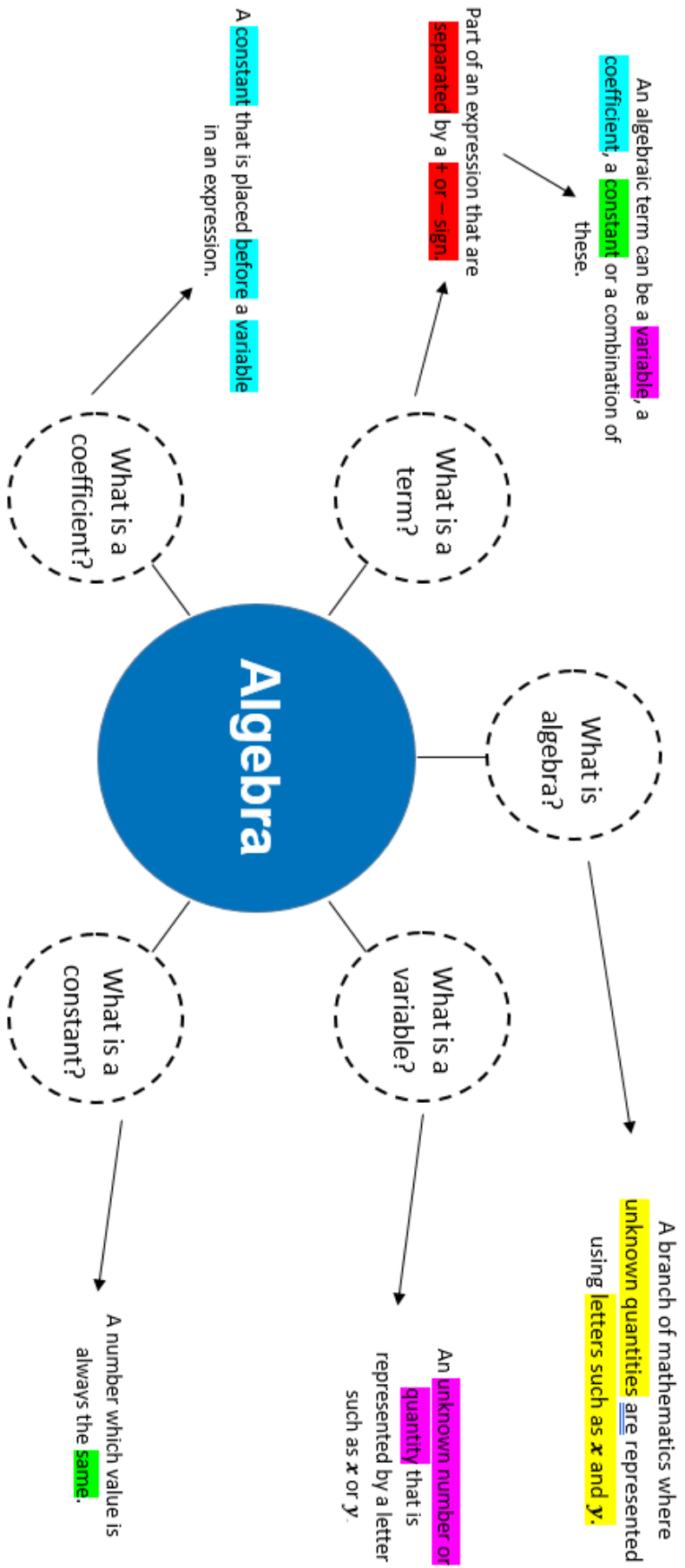
Step 4: Use Images and Colour

- Use images and colour to help answers stick in your mind.
- Highlight the key words that you need to remember.

Give yourself plenty of space to write the Core Knowledge Questions and the answers. You need to be able to visualise the information when you are trying to recall it.



MAP IT EXAMPLE



Independent Learning: How to Link It



What other subjects/topics that you have studied does this knowledge link to? Why and how does it link?

- Choose 2 Core Knowledge Questions from a specific topic.
- Write three sentences to show how these link to other topics that you have studied. Don't forget that these topics could be from different subjects and/or from learning that you did in a previous year.
- Use the Link It proforma to answer the two questions (using all of your knowledge) and also how they link together.

You could:

Compare and Contrast:

- X is similar to/different from Y because...
- X is more/less...than Y because...
- In a similar way to X, Y is...
- In a different way to X, Y is...

Cause and Effect:

- X happens because of Y...
- X and Y work together because...
- X happens because...

Support/Refute:

- X supports the ideas of Y because...
- X refutes the ideas of Y because...



LINK IT EXAMPLE



What is Photosynthesis?

Photosynthesis is the chemical reaction that makes glucose (the plant's food) using light energy. The reaction occurs between carbon dioxide gas from the air absorbed by the leaves and water which is absorbed through the roots. Glucose is made in the leaves and oxygen is released back into the air as a bi product.

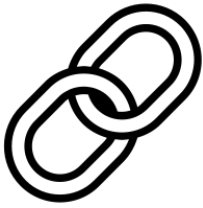


The link between them is that water is a necessary for **both** the process of photosynthesis and transpiration is the constant stream of water moving through the plant from roots to leaves.



What is Transpiration?

Transpiration is the loss of water from the plant as it moves into the roots, up the stem to the leaves for photosynthesis. Some water is lost through the leaves, by the stomata or pores by evaporation.



LINK IT EXAMPLE



Who is Scrooge?

Scrooge is a misanthropic miser whose obsession with money has corroded the important relationships in his life. At the start of the text, he is "solitary as an oyster". However, through his journey with the spirits he metamorphizes into a benevolent character. Through Scrooge, Dickens highlights our ability to change our worldview and shines a light on the importance of sharing



The link between Mr. Birling and Scrooge is that they **both** represent negative aspects of humanity—selfishness, greed, and a lack of empathy—but **they differ** in their responses to these characteristics. Scrooge ultimately experiences redemption and personal growth, **while** Mr. Birling's character serves as a critique of those who prioritise their own interests over social responsibility.



Who is Mr Birling?

Mr. Birling is a capitalist who holds conservative views. Despite his wealth, Mr. Birling is depicted as an insensitive and callous character. He is dismissive of the concerns of the working class. Mr. Birling's character is a representation of the narrow-mindedness and lack of social responsibility that Priestley criticises in the play. Through his character, Priestley explores themes of social inequality, responsibility, and the interconnectedness of individuals in society.

Year 11 Core Knowledge Questions

ART

1	what are the 7 visual elements of art? <i>(general)</i>	Line, tone, shape, space, form, texture, colour
2	How could you use the 7 visual elements of art in your work? <i>(general)</i>	<p>Line- through exploring lines as a contour (outline), sketching. Lines can be used to give the impression of different textures and tones, as well as simply showing where the edge of an object meets space.</p> <p>Tone – exploring the light and dark areas of work.</p> <p>Shape – creating and exploring organic and geometric shapes within work. Using shapes to create patterns in a regular or irregular way.</p> <p>Space – considering the composition of work to show depth of perspective, or thinking about both the positive and negative space.</p> <p>Form – creating the illusion of 3D or creating in 3D.</p> <p>Texture – using mark making, collage or paint application to create an illusion or actual texture to the surface.</p> <p>Colour – consider contrasts, show emotion, look at colour harmonies, set a tone or mode.</p>
3	What is experimentation? <i>(AO2)</i>	This is when you practice, experiment and trial different techniques to ensure they are suitable for the chosen final piece in intentions.
4	What does techniques mean? <i>(AO2)</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
5	What does refinement mean? <i>(AO2)</i>	Refinement is the improvement of the idea. It does not involve radical changes, but it is about making small changes which improve the idea in some way.
6	What is - media and materials? <i>(AO2)</i>	Media/medium is the substance that an artist uses to make art. E.g. an acrylic painting is painted using the medium of acrylic paint. Materials, same as media but can also refer to the basis of the art work e.g canvas, paper, clay.
7	What does it mean by realising your intentions? <i>(AO4)</i>	This is the plan of something you would like to do or achieve through your work and is usually evidenced by your final piece.
8	What is a final piece <i>(AO4)</i>	A final piece is a single or series of works that conclude your project and the journey you have been on., it shows you realising your intentions. Your final piece should showcase



		how you have refined and developed your ideas as well as your use of materials, techniques and processes.
9	What is composition and why is it important? (<i>General</i>)	The placement or arrangement of the formal elements of art. It is important because it impacts on what viewer sees.
10	What is content? (<i>AO1</i>)	Content is when you are looking at and discussing the subject of the work. <ul style="list-style-type: none"> • What is it? What can you see? • What does the artist call the work? What is the theme of the work?
11	What is mood? (<i>AO1</i>)	Mood is looking at the communication of moods and feelings in art work. <ul style="list-style-type: none"> • How does the work make you feel? • Why do you feel like this? Does the colour, texture, form or themes affect your mood?
12	What is process (<i>AO1</i>)	Process is how the work has been developed and made. <ul style="list-style-type: none"> • What materials and tools have been used? What is the evidence for how it has been made? Painted, drawn, woven, printed, stitched, collaged etc.

BTEC SPORT – LEARNING AIM A

1	Name the three types of sport and physical activity?	Sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body Team sports Individual sports
2	List 3 benefits of taking part in sport?	Improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self confidence from competition.
3	Explain what outdoor activities are?	Activities carried out outdoors or in recreation areas that are adventurous.
4	List 3 benefits of taking part in outdoor activities?	Positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.
5	Explain what physical fitness activities are?	Activities to increase fitness.
6	List 3 benefits of taking part in physical activities?	Meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.
7	Name the three provisions/sectors of physical activity?	Public sector Private sector Voluntary sectors
8	Briefly explain each provision/sector and their characteristics?	Public sector to include local authorities and school provision Private sector – provided by organisations who aim to make a profit

		Voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity. Characteristics; funding source, aims, quality of provision, accessibility.
9	Choose one of the provisions and explain the advantages and disadvantages of sport to the participant?	Types and range of sport and physical activities provided Types and range of equipment available o cost of participation Access to different types of sport and physical activities Additional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal.
10	Name 2 ways participants can be grouped?	Age, gender, disability and race.
11	State the different age groups of participants and put them in age order?	Primary school aged children (aged 5–11 years) Adolescents (aged 12–17 years) Adults (aged 18–49 years) Older adults (aged 50 years and up).
12	State 2 categories of disabled participants?	Visual, hearing and physical disabilities
13	Name 2 long term health conditions?	Asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).
14	Explain the physical activity needs of participants?	Government recommended guidelines for types, frequency and intensity of physical activity for different types of participant. Physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions. Social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness. Mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.
15	Name the 5 barriers to participation?	Cost, access, time, personal and cultural.
16	Explain 1 of the barriers to participation?	Cost of participation: – clothing – equipment – transport Access to sport or physical activity: – location of sport or physical activity – limited accessible transportation – resources – types of sport or physical activity available Time – lack of time due to other commitments: – family – school – work



		<p>Personal barriers: – body image – lack of self-confidence – parental or guardian influence – limited previous participation – low fitness levels – extended time off from previous participation – concerns that taking part in sport or physical activity may make existing health conditions worse</p> <p>Cultural barriers: – single sex sport or physical activity sessions – social norms of participating in unconventional clothing and availability of appropriate clothing to participate – lack of role models from own cultural background</p>
17	Explain 1 method to address the barriers to participation?	<p>Cost: discounted pricing, hiring of equipment, free car parking.</p> <p>Access: public transport discounts, cycle hire to access, the facility, free parking, taster days, staff training to support all types of participant and their needs, increased range of provision of sports and physical activities, ramps, assistive technology.</p> <p>Time: creche facilities, extended opening hours</p> <p>Personal barriers: private changing rooms, allowing participants to wear clothing they feel most comfortable in, use of variety of images of people with different body shapes, parent and child activity sessions to create familial culture of sport, campaigns to increase participation.</p> <p>Cultural barriers: women only physical activity sessions staffed by females, diversity of staff working at sport or physical activity facility, staff training in cultural awareness.</p>

BTEC SPORT – LEARNING AIM B

1	Give 2 examples of sports clothing?	Sports kit, waterproof clothing, training clothing, e.g. bibs.
2	Give 2 examples of sports footwear?	Trainers, studded boots, sport specific footwear.
3	<p>In terms of Sport specific equipment, give an example for each of the following:</p> <ul style="list-style-type: none"> • Participant equipment • Travel related equipment • Scoring equipment • Fitness training equipment 	<p>Participation equipment, e.g. balls, rackets;</p> <p>Travel related equipment, e.g. kayak;</p> <p>Scoring equipment, e.g. goalposts;</p> <p>Fitness training equipment, e.g. dumbbells.</p>
4	Give 2 examples of protection equipment?	Mouth protection, head protection, eye protection, body protection, floatation devices



5	Give 2 examples of safety equipment?	First aid equipment – ice packs, bandages, defibrillator.
6	Give 1 example of equipment for people with disabilities or assistive technology?	Wheelchair, e.g. adapted wheelchair for wheelchair tennis
7	Give 2 examples of indoor facilities?	Sports halls, gyms;
8	Give 2 examples of outdoor facilities?	Outdoor pitches, climbing wall, artificial snow domes.
9	Give 2 examples of officiating equipment?	Whistle, microphone, earpiece.
10	Give 2 examples of performance analysis equipment?	Smart watches, heart rate monitors, applications.
11	Select 1 piece of sports clothing and explain how it would improve sports performance or experience?	State piece of equipment and explain how it improved thermoregulation, clothing designed to improve aerodynamics.
12	Select 1 footwear and explain how it improves sports performance?	Sport-specific new designs or materials; improve grip; rebound.
13	Select 1 piece of sports specific equipment and explain how it improves sports performance?	New materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design.
14	Select 1 piece of protectiona and safety equipment and explain how it improves sports performance?	Improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics.
15	Select 1 piece of equipment for people with disabilities or assistive technology and explain how it improves or support performance?	Prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.
16	Select 1 facility and explain how it stimulates environments to replicate competition in other locations?	Facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.
17	Select 1 piece of officiating equipment and explain how it improves sports participation?	Computer assisted systems; video assisted decision making.



18	Select 1 piece of performance analysis equipment and explain how it improves sports participation?	Action cameras, GPS, applications, sensors on sports clothing or equipment.
19	Explain why time could be a limitation of using technology?	Setting up, using equipment, compiling data, giving feedback to participant.
20	Explain why access to technology could be a limitation of using technology?	Equality and unfair advantages as not all participants have access to technology.
21	Explain why cost of technology could be a limitation of using technology?	Initial cost and follow-up maintenance of equipment.
22	Explain why accuracy of data provided by equipment could be a limitation of using technology?	Errors can take place which affects the reliability of data/information.
23	Explain why usability could be a limitation of using technology?	Specific training required.

BTEC SPORT – LEARNING AIM C

1	Explain the types of activities in the pulse raiser and give examples?	Activities that gradually increase in intensity to increase the heart rate.
2	Explain the response of the cardiorespiratory system to the pulse raiser?	Increased heart rate Increased breathing rate Increased depth of breathing Increased supply of oxygen to the working muscles Increased removal of carbon dioxide
3	Explain the response of the musculoskeletal system?	Increased temperature of the muscles Increased pliability of the muscles Reduced risk of muscle strain.
4	Explain the types of activities in the mobiliser?	Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.
5	Explain the response of the cardiorespiratory system to the mobiliser?	Slight drop in heart rate as intensity of exercise lowers. Slight drop in breathing rate as intensity of exercise lowers.



6	Explain the response of the musculoskeletal system to the mobiliser?	Increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint.
7	Explain the types of activities in the preparation stretch?	Activities to stretch the main muscles that will be used in the physical activity: Location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius Types of static and dynamic stretching for each muscle group: – simple stretches – compound stretches
8	Explain the response of the cardiorespiratory system to the preparation stretch?	Slight drop in heart rate and breathing rate for static stretches Maintained elevated heart and breathing rate for dynamic stretches
9	Explain the response of the musculoskeletal system to the preparation stretch?	Extending muscles so that they are fully stretched and less likely to tear during the sport or activity session.
10	Explain how to adapt a warm up for different categories of participants?	Vary intensity of activities Low impact and high impact options Vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus Types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants.
11	Explain how to adapt a warm up to make it specific to a physical activity?	Introduction of equipment in the warm-up that is specific to the physical activity Using movements and activities from the physical activity in the warm-up Stretching the main muscles required for the specific physical activity.
12	List what you will include in your session plan?	Pulse raiser Mobiliser Preparatory stretches Timings, key points and equipment
13	Explain what you will consider with the organisation and demonstration of the warm up activities?	Space – areas used Equipment Organisation of participants Timing Demonstrations Positioning.
14	Explain how you would support participants as they take part in the warm up?	Observing participants Providing instructions Providing teaching points Providing feedback to participants.



BUSINESS STUDIES

1	How can businesses grow internally? (organic growth)	<ul style="list-style-type: none"> • New products • New markets
2	How can businesses grow externally?	<ul style="list-style-type: none"> • Merger • Takeover
3	State internal sources of finance	<ul style="list-style-type: none"> • Retained profit • Selling assets
4	State external sources of finance	<ul style="list-style-type: none"> • Loan • Selling shares
5	Why might a businesses' aims and objectives change?	<ul style="list-style-type: none"> • Market conditions • Technology • Performance • Legislation • Internal reasons (e.g. staffing)
6	How does globalisation affect business?	<ul style="list-style-type: none"> • Import • Export • Location
7	State some potential barriers to international trade	<ul style="list-style-type: none"> • Tariff • Trade bloc • Language • Exchange rate
8	What changes might a business make due to globalisation related to price?	<ul style="list-style-type: none"> • Currency • Exchange rates • Tariffs • Tax laws • Standards of living
9	What changes might a business make due to globalisation related to place?	<ul style="list-style-type: none"> • Technology • Cultural differences (e.g. market stalls, online)
10	What changes might a business make due to globalisation related to promotion?	<ul style="list-style-type: none"> • Language differences • Cultural differences (e.g. different colours have different meanings)
11	What changes might a business make due to globalisation related to product?	<ul style="list-style-type: none"> • Cultural differences (e.g. average family size, height, weight etc...) • Technological differences • Taste and cultural preferences
12	What is a trade off in business?	A balance between two opposing objectives e.g. making a profit but being sustainable

13	What techniques might a pressure group use to put pressure on a business?	<ul style="list-style-type: none"> • Boycott • Social media campaigns • Viral marketing • Protests • Online petitions • Media campaigns • Lobbying (trying to influence the government)
14	What are the 3 aspects of the design mix?	<ul style="list-style-type: none"> • Function • Aesthetics • Cost
15	What are the 4 stages of the product life cycle?	<ul style="list-style-type: none"> • Introduction • Growth • Maturity • Decline
16	State and describe the main pricing strategies	<ul style="list-style-type: none"> • Competitor pricing – similar products priced similarly (Orange juice) • Skimming – start high whilst in demand (e.g. Apple) • Penetration pricing – start low to encourage sales, then increase as demand grows • Cost + pricing – the initial cost and then a % added on e.g. in the hospitality industry • Promotional pricing – Sales, BOGOF
17	State different promotion strategies	<ul style="list-style-type: none"> • Advertising • Sponsorship • Product trials • Special offers • Branding

COMPUTER SCIENCE

1	What are the different data types?	String, integer, float/real, Boolean, character
2	What is a variable?	Data that changes
3	What is a constant?	Data that doesn't change



4	What is an array?	A list of data
5	What is sequence?	Code that must be performed in a certain order
6	What is selection?	A condition statement e.g. if
7	What is iteration?	When code repeats
8	What are the 3 modes of file handling?	Read, write, append
9	How can you manipulate a string?	Find the length, get a substring and make it upper/lower case
10	What are the two types of loops?	For and while
11	What are the two types of sub programs	Procedure and function
12	What are the 3 command words in SQL	Select, From, Where

DANCE

1	What are actions?	What a dancer does.
2	What are the 8 key dance actions?	Gesture, elevation, travel, transfer of weight, stillness, use of different body part, rotation, floorwork.
3	What is travel?	Moving from one place to another.
4	What is elevation?	The action of 'going up' without support, such as in a jump.
5	What is a gesture?	The use of hand or arms.
6	What is transfer of weight?	The weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially.
7	What is stillness/balance?	A steady or held position achieved by an equal distribution of weight.
8	What is use of different body part?	Expressing an idea or emotion with a different limb.
9	What is rotation?	A turning sequence.



10	What is floorwork?	Movements performed on the floor.
11	What is space in dance?	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns, spatial design.
12	What are dynamics in dance?	How the dancer moves e.g. fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.
13	What is relationship in dance?	Relationship refers to the connection that a dancer has to everything else: this can be space, to time, to music and to other dancers.
14	What are technical skills?	Dynamics, relationships, space, timing, actions, rhythmic content, style.
15	What are physical skills?	Mobility, Isolation, Stamina, Strength, Flexibility, Alignment, Balance, Posture, Extension, Control, Co-ordination
16	What is mobility?	The range of movement in a joint; the ability to move fluently from action to action.
17	What is isolation?	An independent movement of part of the body.
18	What is stamina?	Ability to maintain physical and mental energy over periods of time.
19	What is strength?	Muscular power.
20	What is flexibility?	The range of movement in the joints (involving muscles, tendons and ligaments).
21	What is alignment?	Correct placement of body parts in relation to each other.
22	What is balance?	A steady or held position achieved by an even distribution of weight.
23	What is posture?	The way the body is held.
24	What is extension?	Lengthening one or more muscles or limbs.
25	What is control?	The ability to start and stop movement, change direction and hold a shape efficiently.
26	What is co-ordination?	The efficient combination of body parts.



27	What are expressive skills?	Aspects that contribute to performance artistry and that engage the audience, such as spatial awareness, projection, facial expressions, sensitivity to other dances, phrasing, focus, musicality and communication of choreographic intent.
28	What is spatial awareness?	Consciousness of the surrounding space and its effective use.
29	What is projection?	The energy the dancer uses to connect with and draw in the audience.
30	What are facial expressions?	Use of the face to show mood, feeling or character.
31	What is sensitivity to other dancers?	Awareness of and connection to other dancers.
32	What is phrasing?	The way in which the energy is distributed in the execution of a movement phrase.
33	What is focus?	Use of the eyes to enhance performance or interpretative qualities.
34	What is musicality?	The ability to make the unique qualities of the accompaniment evident in performance.
35	What is communication of choreographic intent?	The aim of the dance; what the choreographer aims to communicate.
36	What is safe working practice?	Personal care, respect for others, safe execution and preparation and recovery from dancing.
37	What is safe execution of movement?	Carrying out actions safely.
38	What is choreography?	The art of making dances, the gathering and organisation of movement into order and pattern.
39	What is a stimulus?	Inspiration for an idea or movement.
40	What is a motif?	A movement phrase capturing an idea that is repeated and developed throughout the dance.
41	What are choreographic processes?	Researching, improvising, generating, selecting, developing, structuring, refining and synthesising.
42	What are structuring devices and form?	How you structure a dance such as binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions.



43	What are choreographic devices?	Methods used to develop and vary material such as motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.
44	What is aural setting?	An audible accompaniment to the dance such as music, words, song and natural sound (or silence).
45	What are performance environments?	Where the dancers perform such as proscenium arch, site sensitive, in-the-round, end stage.

DT

1	<p><u>Identifying and investigating design possibilities.</u></p> <p>What is analysis of a context?</p> <p>What is analysis of information?</p> <p>What is a past/present professional?</p> <p>What are needs and wants of users?</p> <p>What is primary research?</p> <p>What is secondary research?</p>	<p>The breaking down of a given context. Consider how, why, when, where. User centred.</p> <p>Once information has been gathered we must complete an analysis to assess what is relevant and what are our findings.</p> <p>A designer from the past or present whose work could have influence over your designs.</p> <p>Needs and requirements of specific users or groups.</p> <p>Research that is conducted to gather first-hand information for a current problem.</p> <p>When you consider research that has already been completed.</p>
2	<p><u>Developing a design brief and specification</u></p> <p>What is a design brief?</p> <p>What is a specification?</p> <p>What is ACCESS FM?</p> <p>What is a problem/opportunity?</p>	<p>A statement of what you intend to design and make.</p> <p>A list of what your product will be, broken down into the ACCESS FM headings.</p> <p>Aesthetics – Cost – Customer – Environment – Safety – Size – Function – Materials</p> <p>This is what you need to extract from the context to be able to write your design brief.</p>

3	<p><u>Generating and developing design ideas</u></p> <p>What is a design strategy/technique/approach?</p> <p>What is a social factor?</p> <p>What is a moral factor?</p> <p>What is an economic factor?</p> <p>What is a third party?</p>	<p>This can involve sketching, modelling, drawing, photography etc.</p> <p>These affect lifestyle such as religion, wealth, family etc.</p> <p>Honesty, fairness, equality.</p> <p>These affect the economy as a whole but also groups and individuals.</p> <p>Someone who your product is intended for or who may provide feedback on your product.</p>
4	<p><u>Manufacturing a prototype</u></p> <p>What is a logical sequence?</p> <p>What is a timeline?</p> <p>What is manufacture?</p> <p>What are the working and physical properties and characteristics of materials?</p> <p>What is a surface treatment/finish?</p>	<p>This is the sequence in which your product will be made.</p> <p>This will show the stages of make in order and with time allocations to clearly show how long each step will take.</p> <p>The making of a product.</p> <p>Each material has properties that make them good for specific tasks, e.g. cotton is lightweight and absorbent. The properties of materials must be considered when designing a product, e.g. a steel pan handle would conduct too much heat and burn the user, whereas beech would be more appropriate as it is tough but a poor conductor of heat.</p> <p>Where a substance is applied to finish a product. This will enhance the finish. Could be paint, varnish, wax etc.</p>
5	<p><u>Analysing and evaluating design decisions and prototypes</u></p> <p>What is a response to feedback?</p> <p>What is a modification?</p> <p>What is an evaluation?</p>	<p>This is a considered response to feedback from a third-party.</p> <p>This is a change to a design or prototype.</p> <p>This is where a process and product are analysed and comments made. These comments are evaluative.</p>



ENGINEERING

1	What is a capacitor?	A device used to store an electric charge, consisting of one or more pairs of conductors separated by an insulator.
2	What types of capacitors are there?	There are two main types of capacitors, polarised and non-polarised. Polarised capacitors include electrolytic capacitors.
3	What are polarised capacitors?	They have a positive and negative pole that control which way the capacitor is connect in the circuit. The '+' and '-' leads are always clearly marked on electrolytic capacitors.
4	What is the term used to describe the insulator in the capacitor?	We can think of a capacitor as being two metal plates separated by an insulator. The insulator is called the dielectric.
5	What will happen in the polarised capacitor is connected the wrong way around?	Failure to do this may result in the capacitor heating up and exploding.
6	Capacitance Rule	$T = 1.1 \times R \times C$ Where: T is in seconds, if R is in Ohms, and C is in farads
7	What is an oscilloscope?	A device for viewing oscillations by a display on the screen of a cathode ray tube.

ENGLISH – FICTION READING

1	What is the difference between fiction and non-fiction?	Fiction is made up - types of fiction include plays, stories and poems. Non-fiction is factual and real – types of non-fiction writing including newspapers, adverts, brochures, reference books and biographies.
2	What are the word classes?	Nouns are naming words (person, place, thing). Proper nouns are capitalised (city, name, company, countries etc). Concrete nouns is a physical object in the real world (scissors, car, table). Abstract noun refers to an idea or concept and cannot be physically touched (guilt, fate, love). Pronouns take the place of proper nouns in a sentence. (I, he, she, they, it). Adjectives are words that describes a noun (<i>terrible</i> book, <i>dirty</i> shoe). Verbs can be used to describe an action that's doing something. (singing, floating, bubbling). Adverbs describes a verb (<i>quickly</i> hide, <i>quietly</i> move). Prepositions are words that tell you where or when something is in relation to something else (under, on, inside).

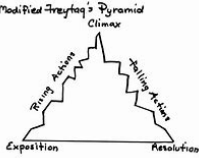
3	What is the difference between implicit and explicit?	Explicit means very clearly explained. Implicit means understood, but not described clearly; implied.
4	What do I do to answer question 1 successfully?	<ul style="list-style-type: none"> • Highlight key words in the question • Find and highlight the quotation in the text • List 6 answers in response • Write in full sentences • Do not copy unabridged quotations • Start each bullet with the necessary noun/pronoun
5	What should I know about question 2?	<ul style="list-style-type: none"> • Highlight key words in the question and use these in your answer • This is worth 5 marks so aim for 4-5 quotations to illustrate your point (<i>point + quotation</i>)
6	What is the difference between a simile and a metaphor?	Similes are indirect comparisons that use the word "like" or "as." Metaphors are direct comparisons that state one thing is another.
7	What types of figurative language could you analyse in component 1a?	Simile, metaphor, personification, onomatopoeia, alliteration, sibilance.
8	What is irony?	Irony is when a person says something or does something that is the opposite of what they were expected to say or do.
9	What should I do before I write my exam answer?	<ul style="list-style-type: none"> • Highlight key words in the question • Mark out the line numbers indicated in the question • Highlight and annotate the quotations I will use in my response
10	What should happen to ensure coverage of the extract?	Track the text chronologically and ensure a spread of quotations from the lines/whole extract to achieve marks for structure
11	What is foreshadowing?	Foreshadowing means there is a warning or indication of a future event.
12	What is tension?	Tension is the sense that something ominous is right around the corner.
13	How can I answer concisely?	<ul style="list-style-type: none"> • Rephrase words from the question • Provide a point and support with a quotation
14	What should I comment on in the response to a 'How' question?	<ul style="list-style-type: none"> • The writer's choice of words and phrases • How a writer manipulates the readers' thoughts and feelings
15	What is meant by tone? What is meant by atmosphere?	Tone refers to the writer's attitude towards a certain topic. Atmosphere is the aura of mood that surrounds a text.
16	What is important about question 3 and 4?	<ul style="list-style-type: none"> • 10 marks so needs around 8 quotations • Writing needs to be concise constantly be thinking 'Do I really need that?'



		<ul style="list-style-type: none"> Tracking through the text: <i>At the start, next, then, at the end</i> For top marks, you must be perceptive and embed judicious quotations
17	What are the key rules for using a quotation in your response?	Choose a short quotation, embed into your response, analyse the impact of the words and phrases.
18	What does it mean to 'evaluate' something?	To judge or determine the significance, worthy or quality of something.
19	What should I do to be successful in answering Q5?	<ul style="list-style-type: none"> Decide on how far you agree with the statement Find evidence for your point of view Use the key words from the question in your response Track through the whole text <i>Point + quotation (x8)</i>
20	What are the timings for Component 1a?	Q1 – 5 minutes Q2 – 5 minutes Q3 – 12 minutes Q4 – 12 minutes Q5 – 12 minutes 14 minutes reading time
21	What literacy/SPaG checks do I need to complete before handing in my work?	When you check your work, you should ensure you have... <ol style="list-style-type: none"> Used capital letters correctly Used the correct punctuation at the end of each sentence (e.g. full stop, question mark, exclamation mark) Used paragraphs where necessary Presented your work neatly and appropriately Used the key words from the lesson Used challenging vocabulary where necessary

ENGLISH – CREATIVE PROSE WRITING

1	What are the word classes?	<p>Nouns are naming words (person, place, thing). Proper nouns are capitalised (city, name, company, countries etc). Concrete nouns is a physical object in the real world (scissors, car, table). Abstract noun refers to an idea or concept and cannot be physically touched (guilt, fate, love).</p> <p>Pronouns take the place of proper nouns in a sentence. (I, he, she, they, it).</p> <p>Adjectives are words that describes a noun (<i>terrible</i> book)</p> <p>Verbs can be used to describe an action that's doing something. (singing, floating, bubbling).</p> <p>Adverbs describes a verb (<i>quickly</i> hide, <i>quietly</i> move).</p> <p>Prepositions are words that tell you where or when something is in relation to something else (under, on, inside).</p>
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2	What is a simple, compound and complex sentence?	<p>A simple sentence is built from the minimum of a subject and a main verb.</p> <p>A compound sentence joins two simple sentences together. You can use words such as 'and', 'or' and 'but' to join the ideas. These are called coordinating conjunctions (FANBOYS)</p> <p>A complex sentence communicates more than one idea. <i>One part (the main clause) is like a simple sentence: it can stand on its own. The other part (the subordinate clause) gives more detail about the simple sentence, but it cannot stand alone.</i></p>
3	What can I do to avoid run on sentences?	<ol style="list-style-type: none"> 1. Divide the clauses into two sentences. Often in writing, the best way to fix a run-on sentence is to split it into two or more separate sentences. 2. Insert a semicolon between the two clauses. 3. Use a comma and a conjunction.
4	What is parenthesis?	<p>Parenthesis is adding extra information to a sentence using brackets, dashes or commas. For example: 'The case was worn - and very full - and its straps struggled to keep in its contents.'</p>
5	What is a colon?	<p>Colons often introduce an explanation. The phrase that comes after the colon usually explains or expands on what came before it. It is also used before a list, quotation, answer or to provide contrast.</p>
6	What is a semi colon?	<p>A semicolon joins closely connected ideas in a sentence. These sections must be independent and complete sentences, but closely linked in some way.</p> <p><i>It was the best of times; it was the worst of times.</i></p> <p>Semicolons can also be used when writing detailed lists: <i>When I pack for school, I make sure I have my calculator, compasses and ruler for maths and science lessons; drawing pencils, with coloured pastels, for art; shin pads, goalie gloves and boots for football; and my bus money</i></p>
7	What are the different drivers for a sentence?	<ul style="list-style-type: none"> • Declarative – a statement. • Imperative – a sentence that gives a command/instruction. • Exclamative – a statement that expresses strong emotion. • Interrogative – a sentence that asks a direct question.
8	What is Freytag's Pyramid?	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ol style="list-style-type: none"> 1. Exposition 2. Raising action 3. Climax 4. Falling action 5. Resolution </div> </div>
9	What is a protagonist?	<p>A protagonist is a hero or main character of a story. In other words, they are usually the person who drives the plot forward and makes things happen.</p>

10	What is an antagonist?	A character who is opposed to, struggles against, or competes with the protagonist.
11	What is cyclical structure?	A cyclical structure means the last section (or even just the last line) of a piece of writing takes you back to the beginning.
12	What is narrative voice?	Narrative perspective is the point of view from which the story is told. There are two that are the most common in fiction: 1 st person and 3 rd person.
13	What is the past tense?	The past tense is used for things that have already happened. Past tense verbs often end in –ed but not always.
14	What are the rules of speech?	<ul style="list-style-type: none"> • A new speaker needs a new line. • You should use a capital letter at the start of each piece of speech. • Punctuation (question marks, full stops and exclamation marks) go inside the inverted commas. • If the person who is speaking is named before the speech, you must use a comma before the first set of inverted commas. For example: <i>Captain Tom exclaimed, "Let's go and do some more laps of the garden!"</i>
15	What is tension and how can I build it in my writing?	Writers use tension to keep a reader's interest and keep the plot moving. Tension can be created effectively by building up suspense - starting in the middle of the action, keeping some information back or only hinting at information, creating a plot twist or using a cliff-hanger.
16	What are the different ways in which I vary my sentence openers?	Using adverbs, similes, adjectives, verbs, participles and prepositions.
17	What is a golden sentence?	A carefully crafted sentence to elevate your creative prose. For example, If, if, if, then, The more, the more or a DE:DE sentence.
18	What is characterisation?	<p>Characterisation is the way writers create characters and make them believable.</p> <ul style="list-style-type: none"> • What are the characters like? How do you know this? • What do the characters say (dialogue)? • What do the characters do? • How are they described? • How are they seen by other characters? • What wants and needs do they have? • What flaws make them real?
19	What type of figurative language can I use to elevate my creative prose?	Simile, metaphor, personification, alliteration, sibilance, hyperbole, onomatopoeia, pathetic fallacy, motif.



20	What literacy/SPaG checks do I need to complete before handing in my work?	When you check your work, you should ensure you have... <ol style="list-style-type: none"> 1. Used capital letters correctly 2. Used the correct punctuation at the end of each sentence (e.g. full stop, question mark, exclamation mark) 3. Used paragraphs where necessary 4. Presented your work neatly and appropriately 5. Used the key words from the lesson 6. Used challenging vocabulary where necessary
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FRENCH - CORE KNOWLEDGE QUESTIONS FOR FRENCH SHOULD BE USED ALONGSIDE YOUR VOCABULARY BOOKLET.

1	What is an infinitive?	A verb that ends in ER/IR/RE The 'to' bit of the verb
2	How do you form the present tense in French?	<ol style="list-style-type: none"> 1. Select the pronoun you want to use 2. Take off the ER/IR/RE to form the stem 3. Add the correct ending for the pronoun
3	What are the 2 translations of 'je visite'?	I visit I am visiting
4	What verb do you need to form the near future tense in French?	Aller
5	What does the near future tense mean?	Going to
6	Where does the infinitive go in sentences in the future tense in French?	After the part of aller you want to use
7	How do you say I would like in French?	Je voudrais J'aimerais
8	How do you form the future tense in French?	<ol style="list-style-type: none"> 1. Select the pronoun you want to use 2. Select the infinitive you want to use 3. Add the correct future tense ending for the pronoun
9	What does j'irai mean	I will go
10	What 2 auxiliary verbs are needed for the Perfect tense	Aller être
11	What is the past participle	The equivalent to the 'ed' bit in English
12	How do you form the past participle of ER verbs	Take of the ER and put back é
13	How do you form the past participle of IR verbs	Take of the IR and put back i

14	How do you form the past participle of RE verbs	Take of the RE and put back u
16	Which verbs use the auxiliary verb avoir in the perfect tense?	Most verbs apart from the 14 être verbs and reflexive verbs
17	What is the mnemonic to remember the 14 être verbs?	MR V DREAMPANTS
18	What are the 14 être verbs?	M onter R entre V enir D escendre R etourner E ntre A rriver M ourir P artir A rriver N âître T omber S ortir
19	What does the imperfect tense mean	Was/were/used to

GEOGRAPHY

1	What term is used to describe the progress of the country as it becomes more economically and technologically advanced?	Development
2	Which type of country are those that have a poor quality of life few opportunities and adequate services?	Low Income Country
3	Which type of country is one where most people enjoy a good standard of living based on high levels of income?	High Income Country
4	Where are the majority of the worlds low-income countries located?	Africa
5	Where are the majority of the worlds high-income countries located?	Europe, North America and Australasia



6	What is the development gap?	Variations in levels of development across the world
7	Identify three physical causes of uneven development.	Weather and climate, relief, landlocked countries, tropical environment and water shortages.
8	Why are landlocked countries typically less developed?	Countries without a coastline cannot trade using the sea.
9	How do weather and climate affect development?	Areas that experience extreme conditions such as heavy rainfall, droughts, extreme heat or cold and vulnerability to tropical storms generate challenging conditions but economic development
10	Identify at least three strategies that can be used to reduce the development gap.	<ul style="list-style-type: none"> • Investment • Industrial development and tourism • Aid • Intermediate technology Fair trade • Debt relief and microfinance loans
11	Since the 1970s the UK has moved towards a post-industrial economy. Identify the three main sectors this has involved.	Information technology, service industries, research and development
12	Name the four sectors of industry and which are the most important in the UK today	Primary, secondary, tertiary and quaternary. Tertiary and service are the most prevalent in the UK today following the industrial revolution and de-industrialisation.
13	What is the north- south divide?	The north – south divide is used to describe the cultural and economic difference between the South of England and the rest of the UK.
14	Identify some strategies used to reduce this divide?	Planned transport improvements HS2, Enterprise zones and the Northern Powerhouse



GERMAN - CORE KNOWLEDGE QUESTIONS FOR GERMAN SHOULD BE USED ALONGSIDE YOUR VOCABULARY BOOKLET.

1	What is an infinitive?	The 'to' bit of the verb
2	How do you form the present tense in GERMAN?	<ol style="list-style-type: none"> 1. Select the pronoun you want to use 2. Take off the EN to form the stem 3. Add the correct ending for the pronoun
3	What are the 2 translations of 'ich besuche'	I visit I am visiting
4	What verb do you need to form the future tense in German?	werden
5	How else can you form a future tense sentence in German?	Use the present tense and a future time indicator e.g nächstes Jahr
6	Where does the infinitive go in sentences in the future tense in German?	At the end of the clause/sentence
7	How do you say I would like in German?	Ich möchte Ich würde gern
8	What does a subordinating conjunction do?	Kicks the verb to the end of the clause/sentence
9	How do you 'it would be'?	Es wäre (subjunctive)
10	What 2 auxiliary verbs are needed for the Perfect tense?	haben or sein
11	What is the past participle?	The equivalent to the 'ed' bit in English
12	How do you form the past participle of weak verbs?	Take of the EN and add EN
13	How do you form the past participle of separable verbs?	Put the ge between the separable prefix and the rest of the verb
14	Which verbs are not separable, even though they look as if they are?	Verbs starting with be, emp,ent,ge,ver,zer
16	Which verbs use the auxiliary verb sein in the perfect tense?	Verbs involving movement
17	What is different about the perfect tense form of schwimmen?	You see it with haben and sein in the perfect tense
18	Where does the past participle go?	To the end of the sentence?



19	What is the rule for word order in German?	Time, Manner, Place
20	What are the three words for you?	Du/ihr/Sie
21	When do you use Sie?	Polite singular and plural/someone you don't know

HEALTH AND SOCIAL CARE

1	What is a care value?	These are the rules that practitioners abide by help individuals feel empowered to make independent decisions.
2	What does self-respect mean?	This means you value yourself.
3	What is a person-centred approach?	This is an approach where the individual's needs are taken into account to ensure they are respected and empowered.
4	What does empowerment mean?	Empowerment is when you feel in control of your life.
5	What does the term respect for others mean?	This is a reference to thinking about other people's feelings, treating them in a courteous way and being respectful to them.
6	What is confidentiality?	It is a person's right by law to have information about them kept private.
7	What is dignity?	When your feelings are respected and you are treated with care e.g. making sure that you deal with an embarrassing situation sensitively and professionally.
8	What does the term empathy mean?	Empathy is being able to understand and share the feelings and views of another person.
9	What does good communication consist of?	Good communication is when an individual adapts their communication style to suit the situation, so the service user feels respected and understands.
10	What does the term safeguarding mean?	Safeguarding is about keeping people safe from harm, e.g. understanding how to spot forms of abuse.
11	What does the term duty of care mean?	Care workers must work in ways that never put individuals at any risk of harm, they must know their responsibilities, be fully trained and follow all procedures.
12	What does the term discrimination mean?	Discrimination means treating a person or group of people unfairly or less well than others.
13	What are the 6 C's?	Care, compassion, competence, communication, courage, commitment
14	What is a SMART target?	A target that is specific, measurable, achievable, realistic and time-related.



HISTORY

1	Who were the world powers before the First World War?	Britain, France, Germany, Russia, Austria-Hungary
2	When was the Triple Alliance formed?	1882 (Germany/Austria-Hungary/Italy)
3	When was the Triple Entente formed?	1907 (Britain/France/Russia)
4	When were the 2 Moroccan Crises?	1905-6/1911
5	When was the Balkan Crisis?	1908-9
6	What was 'Splendid Isolation'?	Due to the two-power standard Britain believed it did not need allies.
7	What was the 'arms race'?	Due to the two-power standard Britain believed it did not need allies.
8	When and where was the Archduke Franz Ferdinand assassinated?	28 th June 1914 – Sarajevo, Bosnia
9	What is meant by the July Crisis?	The period of time between the assassination of FF and the outbreak of war.
10	What was the Schlieffen Plan?	Germany's attempt to avoid war on 2 fronts by taking France quickly and then attacking Russia.
11	Why did stalemate occur?	Due to the failure of the Schlieffen Plan – neither side were able to advance and dug trenches to protect themselves from attack.
12	What was life like in the trenches?	Boredom was common. Soldiers carried out duties like guarding and repairing the trench. All soldiers called to 'stand to' at dawn, ready for a possible attack. Soldiers wrote letters home. Food was basic – stew, bread, hard biscuits. Rum and jam were special treats. Keeping clean almost impossible – soldiers were infested with lice and trenches were infested with rats. Water-logged trenches lead to trench foot. Mental health was also a major issue with many soldiers suffering from shell shock.
13	What sort of military tactics and technology were used in the trenches?	Artillery, machine guns, poison gas, tanks (from 1916), rifles, bayonets
14	What is meant by a 'war of attrition'?	The aim of both sides to wear their enemy down over time.



HOSPITALITY AND CATERING

1	What are the sustainability factors that affect menu planning?	Sustainability Reduce Reuse Recycle
2	What are the factors that affect presentation techniques?	Creativity Accompaniments Garnish Decoration Portion control Plating styles
3	What are the main elements of food safety practices?	Personal safety and hygiene practices Food safety and hygiene practices Management of accidents
4	What are the areas of consideration when reviewing dishes?	Dish production Dish selection Organoleptic Hygiene Reviewing of dishes Presentation Health & Safety Waste Improvements
5	What are the areas of consideration when reviewing our own performance?	Decision making Organisation Planning Time management
6	What are the different life stages when considering nutrition?	Adult - Early Adult - Middle Adult - Elderly Babies Toddlers Teenagers
7	What are the special dietary needs based upon medical conditions?	Allergens Lactose intolerance Gluten intolerance Diabetes Cardiovascular disorder Iron deficiency
8	What are the special dietary needs based upon dietary requirements	Religious beliefs Vegetarian Vegan Pescatarian



MATHS

1	What is the formula for the area of a rectangle?	Area = Base x Height ($A = bh$)
2	What is the formula for the area of a parallelogram?	Area = Base x Height ($A = bh$)
3	What is the formula for the area of a triangle?	Area = Base x Height/2 ($A = bh/2$)
4	What is the formula for the area of a trapezium?	Area = $\frac{1}{2} (a + b) h$
5	What is the diameter formula for the Circumference of a circle?	$C = \pi d$
6	What is the radius formula for the circumference of a circle?	$C = 2\pi r$
7	What is the formula for the area of a circle?	$A = \pi r^2$
8	What is the formula for Pythagoras theorem?	$a^2 + b^2 = c^2$
9	What are the three trigonometric ratios?	Sin x = Opposite/Hypotenuse Cos x = Adjacent/Hypotenuse Tan x = Opposite/Adjacent
10	What is the formula for the volume of a cuboid?	$V = \text{length} \times \text{width} \times \text{height}$
11	What is the formula for the volume of a prism?	$V = \text{Cross sectional area (CSA)} \times \text{height}$
12	What is the formula for the volume of a cylinder?	$V = \pi r^2 h$
13	What is the formula for speed?	$S = \text{Distance/Time}$
14	What is the formula for Density?	$D = \text{Mass/ Volume}$
15	What is the formula for Pressure?	$P = \text{Force/ Area}$
16 (H)	What is the Sine rule?	$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$
17 (H)	What is the Cosine rule?	$a^2 = b^2 + c^2 - 2bc \cos A$
18 (H)	What is the formula for area of ANY triangle?	Area = $\frac{1}{2} ab \sin C$
19 (H)	How do you find the length of a 3-dimensional cuboid?	$a^2 = b^2 + c^2 + d^2$
20 (H)	What is the quadratic formula?	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

MUSIC – RHYTHMS OF THE WORLD

1	What are the 6 main instruments in Indian Classical Music?	Sitar, Tambura, Tabla, Sarod, Saranghi, Basuri
2	What are the 9 main instruments in Bhangra Music?	Dhol, Sitar, Tabla, Harmonium, Voices, Synthesizers, Drum kit, Bass, Electric Guitar
3	What are the 7 main instruments in African Drumming?	Djembe, Donno (Talking Drum), Dun dun, Agogo Bells, Cow bells, Maracas, Congas, Bongos,
4	What are the 8 main instruments in Samba?	Surdo, Repinique, Caixa, Ganza, Tamborim, Claves, Chocolo, Agogo Bells
5	What are the 12 main instruments in Calypso?	Bass Guitar, Guitar, Brass (trumpet/trombone), Clarinets/Saxophones Bongos, Conga Drums, Claves, Wood blocks, Maracas, Drum Kit, Vocals, Steel Pans,
6	What are the 10 main instruments in Greek Music?	Strings: Bouzouki, Outi/Oud, Laouto (lute) Lyra, Wind Instruments: Floyera, Karamoudza, Bagpipes Percussion: Daouli, Toubeleki, Defi
7	What are the 10 main instruments in Palestinian Music?	String Instruments Zither, Kanun , Oud Wind Instruments Mijwiz , Arghul, Shababa Percussion Instruments Doubek, Riq , Deff, Zills
8	What are the 7 main instruments in Israeli Music?	Clarinet, violin, double-bass, guitar, accordion, Percussion Cimbalom
9	What is a Raga?	A scale in Indian Classical Music
10	What is a Tala?	A rhythm pattern in Indian Classical Music
10	What is a drone?	A long held note in Indian Classical Music
11	What are the main musical features of Indian Classical Music?	Use of microtones Bends/Slides – sitar Ornamentation – sitar Layered texture Free Time in the intro and then steady tempo Improvisation
12	What is Bhangra a fusion of?	Punjabi Folk Dance and British Pop Music



13	What language is Bhangra sung in?	Punjabi
14	What is the melody like in Bhangra?	Folk-style melody
15	What is the rhythm in Bhangra called?	Chaal rhythm
16	How many beats in a bar in Bhangra?	4
17	What rhythms are used in African Drumming?	Complex Accents Cross-rhythms Polyrhythms Syncopation
18	What are the musical features of Samba?	2 beats in a bar Fast Son Clave rhythm Complex Accents Cross-rhythms Polyrhythms Syncopation
19	Where is Samba from?	Rio de Janeiro, Brazil
20	What are the musical features of Calypso?	Syncopated 2/2 or 4/4 Clave Rhythm: 3, 3, 2 Verse – Chorus <i>or</i> Strophic Homophonic <i>or</i> Polyphonic
21	Where is Calypso from?	Trinidad and Tobago
22	What tonality is Greek Music?	Modal
23	What is the time signature?	Can be 4/4 Can be 9/8 Can be irregular such as 7/8 or
24	What tonality is Israeli Music?	Can be Minor Can be Modal
25	What are the rhythms like in Israeli music?	Syncopated



26	What are the main musical features of Israeli Music?	<ul style="list-style-type: none"> • Modal scales • Ornamentation • Trills, glissandi • Homophonic texture 																										
27	What are the main musical features of Palestinian music?	<ul style="list-style-type: none"> • Microtones – smaller than a semitone • Monophonic (1 part) • No harmony • Improvisations for variety • Ornamentation makes it heterophonic (2 parts) • Melisma – more than one note per syllable • Ululations – high pitched trills 																										
33	What is a cadence in music?	A progression of 2 chords at the end of a phrase or a piece of music																										
34	Perfect Cadence	A closed, finished cadence with a strong harmonic ending – Chords V - I																										
35	Plagal Cadence	A closed, finished cadence with a soft harmonic ending – Chords IV - I																										
36	Imperfect Cadence	An unfinished cadence, that wants to continue. Chords I - V																										
37	Interrupted Cadence	An unfinished cadence, that sounds surprising. Chords V - VI																										
38	What are the main terms for Dynamics?	<table> <tr> <td><i>Piano (p)</i></td> <td>Quiet</td> </tr> <tr> <td><i>Mezzo Piano (mp)</i></td> <td>Fairly Quiet</td> </tr> <tr> <td><i>Pianissimo (pp)</i></td> <td>Very Quiet</td> </tr> <tr> <td><i>Forte (f)</i></td> <td>Loud</td> </tr> <tr> <td><i>Mezzo Forte (mf)</i></td> <td>Fairly Loud</td> </tr> <tr> <td><i>Fortissimo (ff)</i></td> <td>Very Loud</td> </tr> <tr> <td><i>Crescendo</i></td> <td>Getting gradually louder</td> </tr> <tr> <td><i>Diminuendo</i></td> <td>Getting gradually quieter</td> </tr> <tr> <td><i>Sforzando</i></td> <td>Forced Note</td> </tr> </table>	<i>Piano (p)</i>	Quiet	<i>Mezzo Piano (mp)</i>	Fairly Quiet	<i>Pianissimo (pp)</i>	Very Quiet	<i>Forte (f)</i>	Loud	<i>Mezzo Forte (mf)</i>	Fairly Loud	<i>Fortissimo (ff)</i>	Very Loud	<i>Crescendo</i>	Getting gradually louder	<i>Diminuendo</i>	Getting gradually quieter	<i>Sforzando</i>	Forced Note								
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MUSIC – THE CONCERTO

1	What is a Concerto?	A piece of music for a soloist and orchestra
2	What is a Concerto Grosso?	A piece of music for a <i>group of soloists</i> and orchestra <i>Concertino – the group of soloists</i> <i>Ripieno – the rest of the ensemble</i>
3	When was the Baroque Period?	1600 - 1750
4	Name 3 Baroque Composers	Bach, Handel, Vivaldi
5	When was the Classical Period?	1750 - 1820
6	Name 3 Classical Composers	Mozart, Haydn, Beethoven
7	When was the Romantic Period?	1820 - 1900
8	Name 3 Romantic Composers	Liszt, Brahms, Tchaikovsky
9	How big was the orchestra in the Baroque Period?	Small
10	How big was the orchestra in the Classical Period?	Medium-sized
11	How big was the orchestra in the Romantic Period?	Large
12	What were popular solo instruments in the Baroque Period?	Violin, Recorder or Flute, Oboe, Trumpet
13	What is the Continuo and who plays it?	A continuous bass line HARPSICHORD and Cello
14	What were popular solo instruments in the Classical Period?	Piano, Clarinet, Violin, French Horn, Flute
15	What were popular solo instruments in the Romantic Period?	Piano, Violin, Cello



16	Which period is the only 1 to have a harpsichord?	BAROQUE
17	In which period were the clarinet and piano invented?	CLASSICAL
18	What advances were made to Brass instruments in the Classical period?	Valves, to enable them to have a wider range of notes
19	What are the main features of a Baroque melody	Scalic Imitation Ornamentation Repeated Phrases Sequences
20	What are the main features of a Classical melody	Balanced Phrases Clear cadence points Simple and Elegant Ornamentation Often conjunct
21	What are the main features of a Romantic melody	Long phrases Wide Range Often Disjunct Chromaticism
22	What was the texture often like in the Baroque period?	Polyphonic
23	What was the texture often like in the Classical period?	Homophonic
24	What was the texture often like in the Romantic period?	Homophonic
25	What were the dynamics like in the Baroque period?	Terraced
24	What were the dynamics like in the Classical period?	Gradual Changes eg crescendos and diminuendos
25	What were the dynamics like in the Romantic period?	Wide range, eg sudden changes from very quiet to very loud and lots of crescendos and diminuendos
26	What was the mood like in the Baroque period?	One mood



27	What was the mood like in the Classical period?	More changeable but not overly dramatic	
28	What was the mood like in the Romantic period?	Changeable and sometimes describing something eg an emotion, setting or story	
29	What are the main Dynamics Terms?	<i>Piano (p)</i> <i>Mezzo Piano (mp)</i> <i>Pianissimo (pp)</i> <i>Forte (f)</i> <i>Mezzo Forte (mf)</i> <i>Fortissimo (ff)</i> <i>Crescendo</i> <i>Diminuendo</i> <i>Sforzando</i>	Quiet Fairly Quiet Very Quiet Loud Fairly Loud Very Loud Getting gradually louder Getting gradually quieter Forced Note
30	What are the main Tempo Terms?	<i>Adagio</i> <i>Lento</i> <i>Largo</i> <i>Andante</i> <i>Moderato</i> <i>Allegretto</i> <i>Allegro</i> <i>Vivace</i> <i>Presto</i> <i>Ritardando</i> <i>Rallentando</i> <i>Accelerando</i> <i>Rubato</i>	Leisurely Slow Slow Walking Pace Moderate Quite fast Fast Very fast Very fast Gradually slowing down Gradually slowing down Gradually speeding up Free Time
31	What is a cadenza?	A solo section for the soloist alone, at the end of a movement in <i>Classical</i> or <i>Romantic</i>	
32	What does Virtuoso mean?	A very complex part for the soloist (Classical or mainly Romantic)	
33	What was the harmony like in the Baroque period?	Diatonic, Simple primary chords (I, IV, V)	
34	What was the harmony like in the Classical period?	Diatonic, Simple primary chords (I, IV, V)	
35	What was the harmony like in the Romantic period?	More complex, added chords, chromaticism, richer	



PE (CORE)

1	Discuss how students should keep safe when taking part in PE	Proper and full warm-up Remove jewellery Listen to all instructions Follow the rules of the game/activity
2	Identify three careers that you can pursue through studying P.E. and Sports.	A range of careers related to sport (e.g. Teacher, coach, sports psychology, nutrition, Sports Science, Logistics etc)
3	When you are acting as a leader/official in your PE lesson, what characteristics should you show?	Talk clearly Project your voice Follow the rules of the game Make sure you keep the score Stand is a clear and visible area of the pitch/court
4	What attributes make a good sports leader?	<ul style="list-style-type: none"> ● Skills (communication, organisation of equipment & knowledge). ● Advanced skills (activity structure, target setting, use of language, evaluation). ● Qualities (appearance, enthusiasm, confidence) Additional qualities (leadership style, motivation, humour, personality).
5	How much physical activity should children and young people do to keep healthy?	aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day
6	What are the benefits of regular sport and exercise?	<ul style="list-style-type: none"> • Boosts energy levels • Enhances your mood • Provides stress relief and releases happy chemicals • Supports relaxation • Decreases anxiety levels • Supports the daily function and improvements in the cardiovascular, respiratory, muscular and skeletal systems.
7	What are the 3 components of a warmup?	Pulse raiser (running, skipping, etc) Mobility Stretches Sport Specific Drill
8	What happens to the body when we warm up?	Muscles require higher amounts of oxygen, heart rate and oxygen intake thus increase to transport oxygenated blood to the working muscles via the blood vessels. This increase blood flow prepares the body for exercise.



PHOTOGRAPHY

1	what are the formal elements of Photography? (<i>general</i>)	Line, value, shape, space, texture, colour, pattern
2	How could you use the formal elements of photography successfully in your work? (<i>general</i>)	<p>Line- using leading lines, using line to frame subjects.</p> <p>Value – exploring the light and dark areas of work.</p> <p>Shape – creating and exploring organic and geometric shapes. Using shapes to create patterns in a regular or irregular way.</p> <p>Space – considering the composition of work to show depth of perspective, or thinking about both the positive and negative space.</p> <p>Texture – Using close up photography, considering the surface texture of subject matter.</p> <p>Pattern – Looking for patterns in your subject matter, creating patterns yourself to create interesting compositions.</p> <p>Colour – consider contrasts, show emotion, look at colour harmonies, set a tone or mode. Consider monochromatic compositions.</p>
3	What is digital manipulation of an image? (AO2)	Using Photoshop or other software to creatively edit your images. You could use double exposure/merging/colour splash/digital collage and other techniques.
4	What is physical manipulation of an image? (AO2)	Editing an image physically without digital software. This could be weaving/collage/paint/stitch/burning/cyanotype/layering
5	What does refinement mean? (AO2)	Refinement is the improvement of the idea. It does not involve radical changes, but it is about making small changes which improve the idea in some way.
6	What is composition and why is it important? (<i>General</i>)	The placement or arrangement of the formal elements of Photography. It is important because it impacts on what viewer sees.
7	What are the compositional rules which can be used in photography?	Rule of Thirds, Balancing Elements, Framing, Leading Lines, Cropping
8	What does it mean by realising your intentions? (AO4)	This is the plan of something you would like to do or achieve through your work and is usually evidenced by your final piece.
9	What is a final outcome (AO4)	A final piece is a single or series of works that conclude your project and the journey you have been on., it shows you realising your intentions. Your final outcome should showcase how you have refined and developed your ideas as well as your use of manipulations, techniques and processes.



10	What is content? (AO1)	Content is when you are looking at and discussing the subject of the work. <ul style="list-style-type: none"> • What is it? What can you see? • What does the photographer call the work? What is the theme of the work?
11	What is mood? (AO1)	Mood is looking at the communication of moods and feelings in visual work. <ul style="list-style-type: none"> • How does the work make you feel? • Why do you feel like this? Does the colour, composition or themes affect your mood?
12	What is process (AO1)	Process is how the work has been developed and made. <ul style="list-style-type: none"> • What equipment, props and tools have been used? What is the evidence for how it has been made?

PSYCHOLOGY – SOCIAL INFLUENCE

1	What is meant by the term 'obedience'?	Obedience is when a person changes their behaviour in response to a direct order from an authority figure or someone from a higher status?
2	What is meant by 'conformity'?	It is a form of social influence. It occurs when a person's behaviour or thinking changes as a result of group pressure. This pressure can be real or imagined.
3	What was the aim of Asch's study (1955)?	Asch set out to investigate how people respond to group pressure and conformity. He chose to test this in a situation where the answer was clearly wrong to see if even then people are influenced by others.
4	Name the two explanations as to why some people conform more than others.	Dispositional factors and Social factors
5	What is meant by 'the locus of control'?	The sense we each have about what directs events in our lives. Internals believe they are responsible for what happens to them. Externals believe that it is mainly outside forces or luck,
6	Describe an ethical issue surround Milgram's study in 1963.	Participants experienced considerable distress and in some cases psychological damage as they thought that they were administering electric shocks to the learner each time they answered incorrectly.
7	According to Milgram's Agency Theory, which two states can a person be in when being given orders.	Agentic state, Autonomous state
8	Describe Milgram's Agency Theory	It explains obedience in terms of whether an individual is making their own free choice or acting as an agent for an authority figure.

9	Describe Adorno's theory of authoritarian personality.	<ul style="list-style-type: none"> • Some people have an exaggerated respect for authority • They are far more likely to obey orders • They also look down on people of inferior social status
10	What did Piliavin's subway study 1969 investigate?	Helping behaviour (prosocial behaviour and bystander behaviour)
11	What conclusions did Piliavin's study (1969) find?	Certain characteristics of the victim make a difference to whether they receive help. If they are more deserving, then they are much more likely to receive help.
12	Identify the social and dispositional factors that might explain bystander behaviour.	Social factors: presence of others, cost of helping Dispositional factors: similarity to the victim, expertise
13	What is meant by the term 'collective behaviour'?	Behaviour that emerges when a group of people join together. The group may behave in a way that is different from the way the individuals might have behaved on their own. In other words the group creates its own identity.
14	Who conducted studies into analysing the behaviour of crowds when rioting?	Steven Reicher
15	Define the term 'social loafing'	Individuals make a reduced individual effort when they are part of a group of than when they are on their own.

PSYCHOLOGY – LANGUAGE, THOUGHT AND COMMUNICATION

1	Define the term 'schema'.	A mental framework of beliefs and expectations that influence cognitive processing. We are born with some schemas but they develop in complexity with experience of the world.
2	How does language depend on thought?	Children develop language by matching the correct words to their existing knowledge of the world. Their first concept comes from a schema and then they learn how to express their understanding of it. So, understanding comes first, then language develops after.
3	Describe the Sapir-Whorf hypothesis.	The language that a person speaks has a great influence on the way they think and perceive.
4	What other research did Benjamin Whorf conduct?	Whorf investigated whether language that we learn affects the way we view the world and our recall of events.
5	What did Brown and Lenneberg's study in 1954 conclude?	They found that the Zuni had more difficulty distinguishing between yellow and orange because of a lack of words for the two colours in the Zuni language.
6	Hy was von Frisch's research in 1967 significant?	His discovery through researching honey bees changed the way that scientists thought about animal communication.



7	What were the two types of dance that von Frisch observed the bees performing?	The round dance and the waggle dance.
8	What is meant by animal communication?	An exchange of information between the same species using a variety of signals.
9	What is meant by the term 'language'?	A communication system unique to humans. It consists of a set of symbols through which meaning is conveyed.
10	Identify three types of non-verbal communication.	Eye contact, body language, personal space
11	Name the four types of body language that a person can convey.	Closed posture, open posture, postural echo, touch
12	What might affect personal space?	Culture, gender and status
13	What is Darwin's Evolutionary theory?	A species adapts to its environment over millions of years. Behaviours that increase the chance of survival are naturally selected and passed on to the next generation.
14	What does innate mean?	A product of genetic factors that a neonate (baby) is born with.
15	How can Yuki's (2007) findings be used to understand non-verbal behaviour?	Different cultures interpret facial expressions differently. This may be due to cultural norms and expectations. Some cultures might be brought up to express their emotions more openly than others, using their eyes and mouths to do so.

RELIGIOUS STUDIES

1	Define human sexuality.	How people express themselves as sexual beings
2	Define heterosexual.	A person who is sexually attracted to the opposite sex
3	Define homosexual.	A person who is sexually attracted to the same sex.
4	In what year was same-sex marriage recognised in the law?	In 2013
5	What is meant by the 'age of consent'?	The age you're allowed to have sex.
6	What is the age of consent in the UK?	16 years old
7	Where in the Bible would you find this teaching: Men and women should be united together and 'increase in number'?	Genesis 1 and 2

8	Where in the Bible is it written that sexual relationships between two men are forbidden?	Leviticus 18 or Corinthians 6
9	Does the Bible ever refer to homosexual relationships between women?	No
10	What does the Catholic Church teach about homosexuality?	That being a homosexual is not sinful, but you should remain chaste.
11	What is adultery?	Voluntary sex between a married person and a person who is not their spouse.
12	What did Jesus teach about lust and adultery?	Jesus taught that lust is wrong as it can lead to adultery.
13	Define contraception.	Methods used to prevent pregnancy.
14	Define family planning.	Controlling how many children couples have and when they have them.
15	The pill, the diaphragm, condoms, spermicidal creams, the coil and sterilisation are all types of what?	Contraception
16	What is considered as God's greatest gift to a married couple?	A child
17	Give a Christian attitude about children born outside of marriage.	Christians accept that children may be born out of wedlock.
18	What do the Catholic Church teach about artificial contraception?	It goes against natural law and human nature.
19	What did the Church of England approve in 1930?	It approved the use of artificial contraception.
20	Define marriage.	The legal union of two people as partners in a personal relationship.
21	Define marriage in Christianity.	The lifelong union of a man and woman with the intent to have children.
22	Define cohabitation.	People living together in one place.
23	Define civil partnership.	The legal joining of two people, a similar contract to marriage, created originally for same sex couples who could not legally get married.



SCIENCE

1	What is the definition of an ecosystem?	The interaction of a community of living organisms with the non-living parts of their environment
2	What do plants compete with other plants for?	Light, space, water and mineral ions from the soil
3	What do animals compete with each other for?	Food, mates, territory
4	List 2 ways that a plant may depend on another species for its survival.	Pollination and seed dispersal
5	What is interdependence?	How species within an ecosystem depend on each other, if one species is removed it can affect the whole community.
6	What is meant by a stable community?	One where all of the species and environmental factors are in balance so that population sizes remain fairly constant.
7	What are biotic and abiotic factors?	Biotic = Living factor (other plants and animals, anything that is alive)
8	There are 3 types of adaptation that an organism may show to aid its survival, what are the 3 types?	Behavioural, structural, functional
9	What is an extremophile?	An organism that lives in an extreme environment
10	Give an example of an extremophile	Bacteria living in deep sea vents
11	What is biomass?	The amount of living material in an organism
12	What does a food chain show?	Feeding relationships within a community
13	Crude oil is a finite resource, what does finite mean?	A resource that is being used up faster than it is being formed
14	How was crude oil formed?	The remains of ancient biomass consisting of many plankton that was buried in mud, time, heat and pressure and lack of oxygen were the optimal conditions for crude oil to be formed.
15	What is crude oil?	A mixture of a very large number of compounds, most of which are hydrocarbons.
16	What is the definition of a hydrocarbon?	A compound containing hydrogen and carbon only
17	What is the general formula of the alkanes?	C_nH_{2n+2}



18	Name the first four of the alkanes	Methane, ethane, propane, butane
19	What do we call the many hydrocarbons in crude oil?	Fractions
20	How can the hydrocarbons in crude oil be separated out?	Fractional distillation
21	Give three examples of useful materials produced by the petrochemical industry	Solvents, lubricants, polymers, detergents
22	How would you describe the boiling point, the viscosity and the flammability of a very large alkane molecule?	High boiling point, high viscosity, low flammability
23	Define the term 'cracking'	Breaking hydrocarbons down to produce smaller, more useful molecules
24	What is the test for alkenes?	Bromine water will turn from orange to colourless
25	What does a wave transfer?	Energy
26	What is meant by a period of a wave?	The time taken to complete 1 full wave
27	In which type of wave are there compressions and rarefactions?	In longitudinal waves
28	Which of the following types of wave are longitudinal? Electromagnetic waves, water waves or sound waves?	Sound waves
29	How do the oscillations of a longitudinal wave differ from the oscillations of a transverse wave?	The oscillations of a longitudinal wave are parallel to the wave's direction of travel, whereas the oscillations of a transverse wave are at 90° to the wave's direction of travel
30	What is meant by the frequency of a wave? What are the units of frequency?	Frequency is the number of complete waves passing a certain point per second.
31	What happens to a wave's frequency if its period increases?	Its frequency will decrease (this is a result of the relationship 'frequency = $1 \div \text{period}$)
32	Describe how the wavelength and frequency of electromagnetic waves change as the spectrum progresses from radio waves through to gamma waves.	Frequency increases and wavelength decreases.
33	What type of electromagnetic wave lies between visible light and X-rays on the electromagnetic spectrum?	Ultraviolet light



34	What is infrared radiation used for?	Heating, cooking, infrared cameras
35	True or false? Infrared radiation is made up of longitudinal waves?	False, all electromagnetic waves are transverse
36	Name 2 types of electromagnetic waves that are used in medical treatments.	Gamma rays and X Rays
37	Name 4 gases in the Earth's atmosphere	Nitrogen, oxygen, other gases such as carbon dioxide, water vapour and natural gas.
38	Give the proportions of the gases in the Earth's atmosphere	Nitrogen 80%, oxygen 20%, small proportions of other gases
39	Why is evidence for the Earth's early atmosphere limited?	The timescale of 4.6 billion years
40	What gases are believed to have been released from volcanoes during the first billion years of the Earth's existence?	Nitrogen, carbon dioxide, water vapour, small amounts of ammonia and methane
41	How did the oceans form?	Water vapour in the atmosphere condensed
42	Why did the amount of carbon dioxide in the earlier atmosphere decrease?	When oceans formed carbon dioxide dissolved into the water, carbonates precipitated producing sediments, reducing carbon dioxide in the atmosphere
43	What gas in the current day atmosphere was not present in the atmosphere 4.6 billion years ago?	Oxygen
44	What organisms increased the amount of oxygen in the Earth's atmosphere?	Algae and plants
45	What is the word equation for photosynthesis?	Carbon dioxide + water → glucose and oxygen (with the energy from sunlight and chlorophyll)
46	When did oxygen first start appearing in the atmosphere?	2.7 billion years ago
47	Other than photosynthesis, what other factors decreased the level of carbon dioxide in the atmosphere?	Formation of sedimentary rocks and fossil fuels (natural gas, oil, coal)
48	Name 3 greenhouse gases	Water vapour, carbon dioxide, methane
49	What is an electromagnet?	A solenoid with an iron core
50	Name 3 magnetic materials	Iron, steel, nickel, cobalt (any three)



SPANISH - CORE KNOWLEDGE QUESTIONS FOR SPANISH SHOULD BE USED ALONGSIDE YOUR VOCABULARY BOOKLET.

1	What is an infinitive?	A verb that ends in ER/IR/RE The 'to' bit of the verb
2	How do you form the present tense in Spanish?	<ul style="list-style-type: none"> Select the pronoun you want to use but don't write it down Take off the ER/IR/RE to form the stem Add the correct ending for the pronoun e.g. como = I eat
3	What are the 2 translations of 'visito'?	I visit I am visiting
4	What verb do you need to form the near future tense in Spanish?	ir
5	What does the near future tense mean?	Going to
6	Where does the infinitive go in sentences in the future tense in Spanish?	After the correct pronoun part of 'ir' + a + infinitive
7	How do you say I would like in Spanish?	Me gustaria quisiera
8	How do you form the future tense in Spanish?	4. Select the infinitive you want to use 5. Add the correct future tense ending for the pronoun e.g. Jugaré = I will play
9	What does iré mean?	I will go
10	How do you form the perfect tense?	The correct part of the verb 'haber' He Has Ha + past participle Hemos Habéis han
11	What is the past participle?	The equivalent to the 'ed' bit in English
12	How do you form the past participle of ER verbs?	Take of the ER and put back IDO
13	How do you form the past participle of IR verbs?	Take of the IR and put back IDO
14	How do you form the past participle of RE verbs?	Take of the AR and put back ADO

