

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:



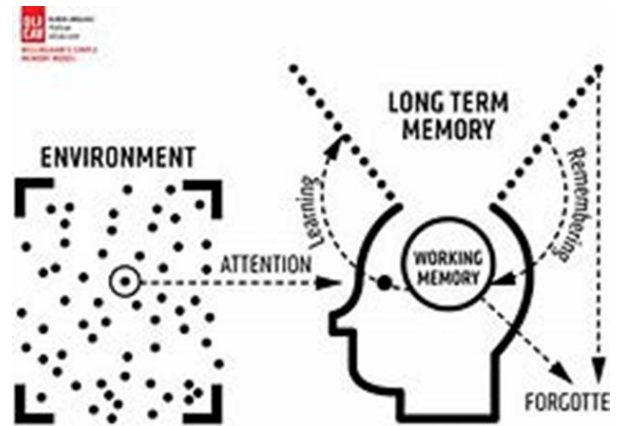
We want you to feel **confident** with the **new knowledge** that you acquire and you should feel **assured** about how best to learn this **new knowledge**. Your **Core Knowledge Questions Booklet** and **Quiz It, Map It, Link It** will help with this.



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**.



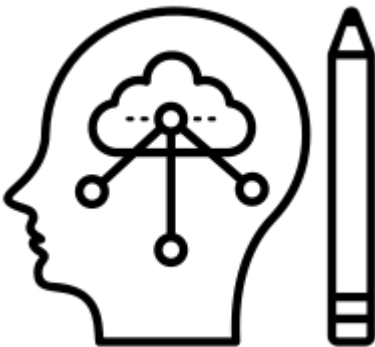
We want you to have **self-respect** and understand the important of working **independently**. Completing **Quiz It, Map It, Link It** activities highlights your ability to recognise your **strengths** and also **areas for development**.



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**

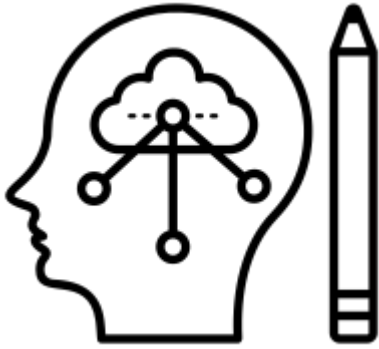
- On your blank template, write in the answers.
- Use black or blue pen.

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.

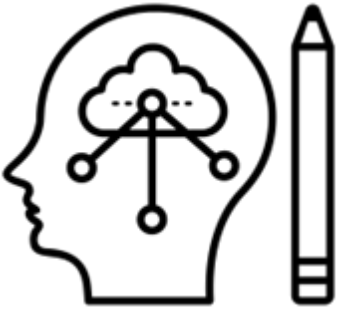
Step 3: Branch Off

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

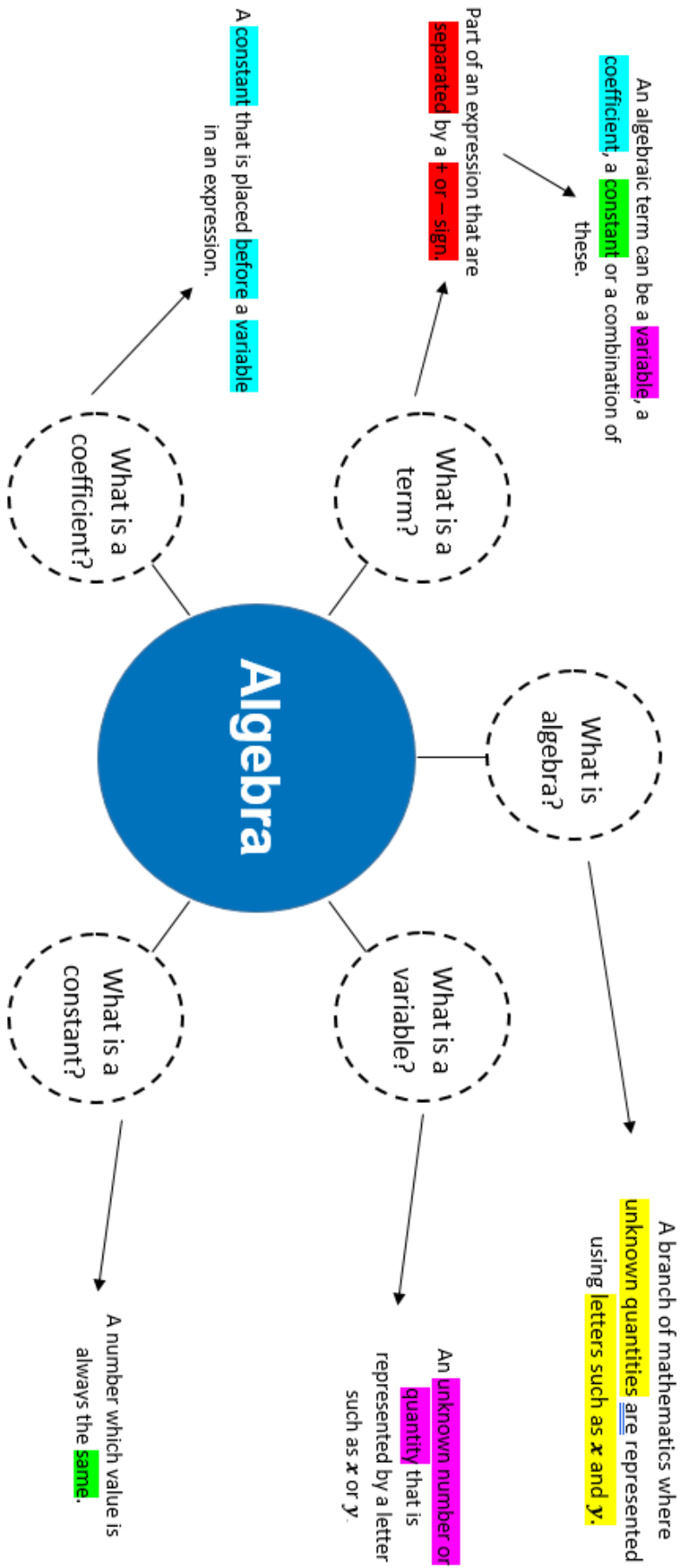
Step 4: Use Images and Colour

- 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:

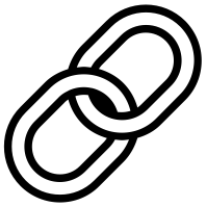
- X is similar to/different from Y because...
- X is more/less...than Y because...
- In a similar way to X, Y is...
- In a different way to X, Y is...

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 byproduct.



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 presentation skills are needed? (<i>general</i>)	<ul style="list-style-type: none"> • Considered space and layout. • Neat and well written information. • Cutting skills demonstrated • Creative font or titles • Considered and appropriate embellishments and backgrounds.
2	What are the three main components of A01 that help develop your ideas? (<i>A01</i>)	Mind maps, mood/visual image board, artist research.
3	What is an observational drawing? (<i>A03</i>)	Drawing from looking at something (not from imagination).
4	What is primary observation? (<i>A03</i>)	Drawing directly from looking at objects in front of you.
5	What is secondary observation? (<i>A03</i>)	Drawing from looking at images of objects.
6	what are the 7 visual elements of art? (<i>general</i>)	Line, tone, shape, space, form, texture, colour
7	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>
8	What is a tonal study? (<i>A03</i>)	A study that uses a range of shading with light and dark areas to show form.

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 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.
11	What is colour theory? (<i>AO2</i>)	Colour theory is the art and science of using colour. <ul style="list-style-type: none"> • What impact does colour have? • Primary colours • Secondary colours • Tertiary colours • Harmonious colours • Complementary colours • Tint Shade
12	What are the 5 main areas to include when analysing artwork? (<i>AO1</i>)	<ul style="list-style-type: none"> • Content - when you are looking at and discussing the subject of the work. • Visual elements of art – how have these been used in the work. • Materials or media – what has been used. • Process - how the work has been developed and made. Evaluation – personal opinions about the work and how it can inspire your ideas.
13	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.
14	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.

BTEC SPORT – LEARNING AIM A

1	Give an example of a sport for each of the physical components of fitness? BASSFM	Body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters Aerobic endurance – events/sports lasting more 30 minutes Muscular strength – activities requiring force, e.g. throwing events Speed – activities requiring fast movement, e.g. sprinting Flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts Muscular endurance – events/sports lasting more 30 minutes
2	Give an example of a sport for each of the skill related components of fitness? CRABP	Coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball.



		<p>Reaction time – any activity where a quick decision or response to a stimulus is needed</p> <p>Agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing</p> <p>Balance – an activity requiring the control of the distribution of weight or to remain upright and steady</p> <p>Power – activities requiring explosive movement e.g. gymnastics, basketball</p>
3	What are the basic principles of training and briefly explain each? FITT	<p>Frequency – the number of training sessions completed over a period of time, usually per week</p> <p>Intensity – how hard an individual will train</p> <p>Time – how long an individual will train for</p> <p>Type – how an individual will train by selecting a training method to improve a specific component of fitness.</p>
4	What are the basic principles of training and briefly explain each? SPORT RIVA	<p>Specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed</p> <p>Progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance</p> <p>Reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost</p> <p>Rest and recovery – to allow the body to recover and adapt</p> <p>Individual differences – training should meet the needs of an individual</p> <p>Variation – altering types of training to avoid boredom and maintain motivation to train</p> <p>Adaptation – changes to the body due to increased training loads</p>
5	What is heart rate?	The number of beats per minute.
6	How do you measure heart rate?	Use the pulse in your neck (carotid pulse) or on your wrist (radial pulse). Use your index and middle finger only.
7	How do you calculate max heart rate?	220 – age
8	What is training threshold?	To improve fitness from regular exercise you must push your heart rate above a certain level, known as the training thresholds.
9	What is the aerobic training threshold?	60-85 % of the maximum heart rate
10	What is the anaerobic training threshold?	85% + of the maximum heart rate
11	What is the Borg scale?	A simple method of rating perceived exertion (RPE) and is used to measure a performer's level of intensity during exercise. The scale is from 6 – 20.
12	Write the calculation which shows the relationship between RPE and heart rate.	$RPE \times 10 = HR \text{ (bpm)}$

13	List 3 pieces of Technology to measure exercise intensity.	Heart rate monitors Smart watches Apps
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BTEC SPORT – LEARNING AIM B

1	State two reasons for fitness testing	Gives baseline data for monitoring/improving performance Can design training programmes based on test results Determine if training programmes are working Results can give a performer something to aim for Provide goal setting aims.
2	State two pre-test procedures	Calibration of equipment Complete informed consent Complete Physical Activity Readiness Questionnaire (PAR-Q) Participant pre fitness test check e.g. prior exercise participation.
3	What is reliability	Consistency of results
4	State two factors affecting reliability	Calibration of equipment Motivation of the participant Conditions of the testing environment (inside versus outside conditions) Experience of the person administering the test Compliance with standardised test procedure.
5	What is validity	Repeatability of tests
6	State factors of practicality	Cost Time taken to perform the test Time taken to set up the test Time taken to analyse data Number of participants that can take part in the test at any time.
7	State two fitness tests for Aerobic endurance	Multi-stage fitness test, also known as the bleep test (20 metre distance) Yo-Yo test Harvard step test 12-minute Cooper run or swim.
8	State two fitness tests for Muscular endurance	One-minute press-up One-minute sit-up Timed plank test.
9	State two fitness tests for Flexibility	Sit and reach test Calf muscle flexibility test Shoulder flexibility test.
10	State two fitness tests for Speed	30 metre sprint test 30 metre flying sprint.



11	State two fitness tests for Muscular strength:	Grip dynamometer 1 Rep Max
12	State two fitness tests for Body composition	Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA) Waist to hip ratio
13	State two fitness tests for Agility	Illinois agility run test T Test.
14	State two fitness tests for Balance:	Stork stand test Y balance test
15	State two fitness tests for Coordination:	Alternate-Hand Wall-Toss test Stick flip coordination test.
16	State two fitness tests for Power	Vertical jump test Standing long/broad jump Margaria-Kalamen power test.
17	State two fitness tests for reaction time	Ruler drop test Online reaction time test (reaction test timer)

BTEC SPORT – LEARNING AIM C

1	State two methods of training for Aerobic endurance	Continuous training – steady pace and moderate intensity for a minimum period of 30 minutes Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain Interval training – work period followed by a rest or recovery period. For aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training) Circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance
2	State two methods of training for Flexibility:	Static active – the performer applies internal force to stretch and lengthen the muscle Static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex



3	State two methods of training for Muscular endurance:	Free weights and fixed resistance machines – high repetitions and low loads Circuit training – using body resistance exercises or weights with low loads and high repetitions.
4	State a method of training for Muscular strength	Free weights and fixed resistance machines – high loads and low repetitions.
5	State two methods of training for Speed	Acceleration sprints – pace is gradually increased from a standing or rolling start to Jogging, then to striding, and then to a maximal sprint Interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training) Resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.
6	State a method of training for Agility	Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills.
7	State a method of training for Power	Plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping.
8	Describe what a method of training for Balance should include and give an example.	Use of specific training exercises that require balancing on a reduced size base of support.
9	Describe what a method of training for Coordination should include and give an example.	Use of specific training exercises using two or more body parts together.
10	Describe what a method of training for Reaction time should include and give an example.	Use of specific training exercises to practise quick responses to an external stimulus.
11	Name the 3 provisions/sectors for taking part in fitness training methods	Public Private Voluntary
12	Aerobic endurance training:	<ul style="list-style-type: none"> o adaptations to the cardiovascular and respiratory systems o cardiac hypertrophy o decreased resting heart rate o increased strength of respiratory muscles o capillarisation around alveoli.
13	Flexibility training:	<ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o increased range of movement permitted at a joint o increased flexibility of ligament and tendons o increased muscle length.
14	Muscular endurance training:	<ul style="list-style-type: none"> o adaptations to the muscular system o capillarisation around muscle tissues

15	State the provision for taking part in fitness training methods and an example of advantages/disadvantages for each.	<ul style="list-style-type: none"> ● Public provision – advantages and disadvantages. ● Private provision – advantages and disadvantages. ● Voluntary provision – advantages and disadvantages
16	State two effects of long-term aerobic endurance training on the body systems	<ul style="list-style-type: none"> o adaptations to the cardiovascular and respiratory systems o cardiac hypertrophy o decreased resting heart rate o increased strength of respiratory muscles o capillarisation around alveoli.
17	State two effects of long-term flexibility training on the body systems	<ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o increased range of movement permitted at a joint o increased flexibility of ligament and tendons o increased muscle length.
18	State two effects of long-term muscular endurance training on the body systems	<ul style="list-style-type: none"> o adaptations to the muscular system o capillarisation around muscle tissues o increased muscle tone.
19	State two effects of long-term strength and power training on the body systems	<ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o muscle hypertrophy o increased tendon and ligament strength o increased bone density.
20	State two effects of long-term speed training on the body systems	<ul style="list-style-type: none"> o adaptations to the muscular system o increased tolerance to lactic acid

BUSINESS STUDIES

1	What are business operations?	The activities that allow a business to produce and deliver products and/or services to customers
2	What are the inputs that a business may use?	Labour Capital Resources
3	What are the 3 main types on production process?	Job Batch Flow
4	What is job production?	Production of one product at a time. Usually bespoke and one-off e.g. a wedding dress
5	What is batch production?	Larger number of products at the same time usually with automation (machines) e.g. at a bakery
6	What is flow production?	Also known as mass production. The same product produced in large quantities e.g. toothpaste
7	State some of the ways that technology has impacted production	Reducing costs (e.g. using Computer Aided Design CAD and Computer Aided Design CAM for prototypes) Improving productivity (e.g. ordering using JIT (just in time)) Improving quality Improving flexibility



8	What does procurement mean?	The process of managing products from raw materials, production to sale and distribution
9	What factors contribute to a businesses' relationship with its suppliers?	Cost of materials Delivery – cost and speed Quality of materials Availability of materials Level of trust e.g. trade credit
10	What does logistics mean?	Transporting raw materials and goods
11	What does a bar gate stock graph show?	The level of stock that a business holds. It should show the re-order level and absolute minimum and maximum levels of stock
12	What is just in time (JIT) stock control? What are the benefits?	Ordering stock as and when it's needed. Not having to have large warehouses to store stock. Perishable goods have less chance of going to waste.
13	What is quality control?	Checking the quality after the product has been made
14	What is quality assurance?	Planning for testing to be done before and during production
15	What are the stages of the sales process? (KEERS)	Product knowledge Speed and efficiency Customer engagement Response to customer feedback Post sales service
16	What is inflation?	The increase in prices over time
17	How do you calculate total costs?	Fixed costs + variable costs
18	Revenue =	Price x quantity
19	Margin of safety =	Actual sales – break even sales
20	Interest =	Total repayment/borrowed x 100
21	Gross profit =	Revenue - costs
22	Gross profit % =	Gross profit/revenue x 100
23	Average rate of return =	Average annual profit/cost of investment x 100

COMPUTER SCIENCE

1	Why do computers use binary?	Computers use transistors which can only be on or off.
2	What are the types of gates used in Boolean logic?	And, Or, Not
3	What is a high-level language?	Similar to English e.g. Python/Java
4	What is a low-level language?	Similar to binary e.g. machine code or assembly language.
5	What are the two types of translators?	Compiler or interpreter
6	What are the features of an IDE?	Editor, run time environment, debugger, translator.
7	What are the two types of testing?	Final and iterative
8	What are the 3 types of test data?	Normal, boundary, erroneous
9	What are the two types of errors?	Syntax and logic



10	How can you make code more maintainable?	Use of indentation, appropriate variable names, use of comments.
11	What are the different types of validation?	Presence check, length check, range check, format check.
12	What is input sanitisation?	Fixing spelling errors in text.

DANCE

Alongside these Core Knowledge Questions, you are required to show critical appreciation of the Professional Set Works. AQA fact files and key knowledge documents are available in your dance folders and on the school website.

Dance Work	Dance Company	Choreographer
Artificial Things	Stopgap Dance Company	Lucy Bennett
A Linha Curva	Rambert Dance Company	Itzik Galili
Infra	The Royal Ballet	Wayne McGregor
Shadows	Phoenix Dance Theatre	Christopher Bruce
Within Her Eyes	James Cousins Company	James Cousins
Emancipation of Expressionism	Boy Blue Entertainment	Kenrick H2O Sandy

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 space in dance?	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns, spatial design.
4	What are dynamics in dance?	How the dancer moves e.g. fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.
5	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.
6	What are technical skills?	Dynamics, relationships, space, timing, actions, rhythmic content, style.
7	What are physical skills?	Mobility, Isolation, Stamina, Strength, Flexibility, Alignment, Balance, Posture, Extension, Control, Co-ordination
8	What are mental skills and attributes?	Systematic repetition, mental rehearsal, rehearsal discipline, planning a rehearsal, response to feedback, capacity to improve
9	What mental skills do we show when we perform?	Movement Memory, Commitment, Concentration and Confidence



10	Why and how do we warm up?	<ol style="list-style-type: none"> 1. Increase the heart rate 2. Pump oxygen to vital organs and muscles 3. Increase our internal body temperature 4. Mentally prepare for exercise <p>We would start with cardiovascular exercise, mobilise the joints and then stretch.</p>
11	How and why do we cool down?	<ol style="list-style-type: none"> 1. Absorb lactic acid back into the body 2. Decrease heartrate 3. Return the body to its pre-exercised state <p>Gentle stretches, roll down of the spine and slow movements.</p>
12	How do we improve our performances?	<ul style="list-style-type: none"> • Peer/Self or Teacher Assessment • Record your self on film and watch it back • Identify areas of strength and weakness and make these a key target • Rehearsal
13	What is choreography?	The art of making dances, the gathering and organisation of movement into order and pattern.
14	What is a stimulus?	Inspiration for an idea or movement.
15	What is a motif?	A movement phrase capturing an idea that is repeated and developed throughout the dance.
16	What is communication of choreographic intent?	The aim of the dance; what the choreographer aims to communicate.
17	What is the process of choreography	Researching, improvising, generating, selecting, developing, structuring, refining and synthesising
18	What are the main structuring devices and forms?	Binary, Ternary, Rondo, Narrative, Episodic, Beginning/Middle/End, Unity, Logical sequencing and Transitions
19	How do you develop a motif?	<p>Add a move Subtract a move Change levels Change directions Change dynamic qualities Perform it backwards (retrograde) Change a body part</p>



20	What are choreographic devices	Motif and development Repetition Contrast Highlights Climax Manipulation of number Unison and Canon
21	What is climax?	The most important part of the dance
22	What are highlights?	Small moments of interest in the dance, usually building up to the climax.
23	What are aural settings	Song, instrument, orchestral, spoken word, silence, natural sounds, found sounds and body percussion.
24	Why do we use aural settings in dance choreography?	Create a mood and atmosphere Contrast and variety Structure Relationships to the theme/ideas
25	Name the 4 different performance environments	Proscenium arch End stage Site sensitive In-the-round
26	How do you communicate the choreographic intent of a dance?	Consider: Mood(s) Meaning(s) Idea(s) Theme(s) Style/Style fusion(s)
27	What are the features of stage and set design?	Projections, furniture, structures, backdrops, screens and features such as colour, texture, shape, decorations and materials
28	What are the features of lighting?	Colour, placement, direction, angles, patterns etc
29	What are the features of properties (props)?	Size, shape, materials and how they are used etc
30	What are the features of costume?	Footwear, masks, make-up and accessories Colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance action.
31	What are the features of dance for camera	Placement, angles, proximity, special effects.
32	What is a Programme Note?	Approximately 120-150 words to support your choreography. It must outline your stimulus, choreographic intent, themes, ideas, moods, style/style fusion and cite the aural accompaniment used.



DT

1	<u>Manufacturing a prototype</u> What is a logical sequence?	This is the sequence in which your product will be made.
2	What is a timeline?	This will show the stages of make in order and with time allocations to clearly show how long each step will take.
3	What is manufacture?	The making of a product.
4	What are the working and physical properties and characteristics of materials?	Each material has properties that make them good for specific tasks, eg cotton is lightweight and absorbent. The properties of materials must be considered when designing a product, eg 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.
5	What is a surface treatment/finish?	Where a substance is applied to finish a product. This will enhance the finish. Could be paint, varnish, wax etc.
6	<u>Analysing and evaluating design decisions and prototypes</u> What is a response to feedback?	This is a considered response to feedback from a third-party.
7	What is a modification?	This is a change to a design or prototype.
8	What is an evaluation?	This is where a process and product is analysed and comments made. These comments are evaluative.

ELECTRONICS

1	What is a transistor?	Is a semiconductor device with three pins, the gate, the emitter and the collector.
2	What are the different uses for a transistor?	Transistors are used to amplify or switch electrical signals and power
3	What is a MOSFET?	The metal-oxide-semiconductor field-effect transistor. It is a type of field-effect transistor (FET). It has three pins, the gate, the drain and the source
4	What is voltage comparator?	Is an electronic circuit that compares two voltages and outputs a digital signal indicating which is larger.



5	What is a schematic?	A designed representation of the elements of a system using abstract graphic symbols rather than realistic pictures.
6	What is a microcontroller?	A microcontroller as a programmable integrated circuit into which software can be loaded to carry out a range of different tasks
7	What is a flowchart?	A flowchart is a set of statement boxes linked by arrows used to arrange the different steps in the sequence in a logical order.
8	Uses for flowchart?	Flow charts can be used to sort any set of complex instructions, not only in the writing of computer programs.
9	Voltage gain of the amplifier	$G = \frac{V_{out}}{V_{in}}$
10	An amplifier system	A simple public address system (PA system) is shown in the following block diagram.

ENGLISH – COMPONENT 2

1	What is non-fiction writing?	A non-fiction text is based on facts . It is really any text which isn't fiction (a made-up story or poetry). Non-fiction texts come in a huge variety of types. They can range from a newspaper article to a review of a new computer game.
2	What does PAF stand for?	The acronym PAF allows you to work out the purpose, audience and form of a task or a piece of writing. <ul style="list-style-type: none"> • Purpose - refers to the reason for the writing, e.g. to persuade the reader, to entertain them, to share information, to warn, to advise, to explain. • Audience - refers to the reader(s) or viewers, e.g. could be an individual, in the case of a text message, or a broader group of people in the case of a magazine article or blog. • Form - refers to how and where the writing will appear, e.g. an email, a blog, a recipe, a leaflet, an article, a speech.
3	What are ethos, pathos and logos?	Aristotle's Rhetoric Proofs Ethos – how a writer creates or shows their credibility, usually by referring to their status. Pathos – how a writer shows/appeals to your emotion, usually through emotive language or topics. Logos – how a writer appeals to your logic, usually through the use of statistics or facts.



4	<p>What is rhetoric? What are the features of DAFOREST?</p>	<p>A persuasive technique is a technique used by the writer to convince the audience to agree with the writer's ideas and opinions.</p> <ul style="list-style-type: none"> • Direct address • Alliteration/anecdotes • Facts • Opinion • Rhetorical questions/repetition • Emotive language • Statistics • Triadic structure
5	<p>What are the features of a formal letter?</p>	<p>Your address on the right-hand side</p> <ul style="list-style-type: none"> • Recipient's address on the left-hand side • Date on the right-hand side • Dear ... • Yours faithfully, /Yours sincerely,
6	<p>What are the features of a speech?</p>	<p>A speech often follows a three-part structure:</p> <ul style="list-style-type: none"> • a highly engaging and motivational opening with rhetorical devices (direct address and rhetorical questions) to link to the audience • a well-structured argument with several main points that include objection handling • a dynamic and memorable conclusion
7	<p>What are the key features of writing an article?</p>	<ul style="list-style-type: none"> • A catchy, memorable headline is essential to grab your readers' attention and entice them to read the whole article. • Subheadings can be used to signpost the readers. • Articles are usually written in Standard English, but colloquial sayings or phrases might be used to emphasise a point. • Persuasive devices, such as rule of three, rhetorical questions and alliteration can be used to encourage the reader to agree with your point of view.
8	<p>What are the key features of a review?</p>	<ul style="list-style-type: none"> • Headings • Signpost sentences • Subheadings • Includes opinions • Summary



9	What are the key features of a guide?	<ul style="list-style-type: none"> • Headings • Subheadings • Bullet points • Imperatives • Modal verbs
10	What is a counter argument?	<p>A counter argument anticipates the opposing viewpoint. When you counter argue, you acknowledge the possible arguments against your own:</p> <p>'Supporters of animal testing will tell you that it is well regulated to protect the animals. But in fact, testing regulations differ from country to country and corporations can choose to test wherever the laws suit them.'</p>
11	What is an anecdote for?	<p>An account of a real event told in the form of a very brief story. An anecdote is usually used to help support a persuasive argument that the writer is putting forward.</p>
12	What are the timings for component 2 section B?	<p>Two tasks for 30 minutes each</p> <ul style="list-style-type: none"> • 5 Minutes planning • 20 minutes writing • 5 minutes editing
13	What is the best structure for this type of writing?	<p>5 paragraph structure using discourse markers, including an anecdote and a range of rhetorical devices to influence the reader.</p>
14	What are discourse markers?	<p>Discourse markers are words and phrases we use in written and spoken English to organize and link what we are saying: also, moreover, in addition, furthermore, however, additionally, firstly, meanwhile.</p> <p>Comparison: similarly, likewise, in the same way, alternatively, in contrast, on the other hand, nonetheless.</p>
15	What can I do to answer the questions concisely?	<p>Rephrase the words from the question, provide a point and support with a quotation.</p>
16	What should I comment on in the response to a 'How' question?	<p>You will usually need to think about these things:</p> <ul style="list-style-type: none"> • Explicit and implicit information; • How the writer has used language features; • How the writer has used structural features; • Evaluating texts - to what extent does it achieve its purpose?
17	What reading skills are assessed in the component 2?	<p>Reading skills tested are retrieval, inference, comparison, evaluate and summarise.</p>
18	What are the timings for Component 2a?	<p>Q1 – 3 minutes Q2 – 10 minutes Q3 – 3 minutes Q4 – 10 minutes Q5 – 2 minutes Q6 – 12 minutes</p>



19	Can you name the sentence starters needed to answer the reading questions thoroughly and concisely?	Eduqas question stems using clear sentence starters – ‘At the beginning...’, ‘In the middle, ...’ ‘Next ...’ ‘At the end...’ ‘I think’, ‘I feel’, ‘Both texts...’
20	What literacy/SPaG checks do I need to complete before handing in my work?	<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

ENGLISH – REVISION

1	What are the An Inspector Calls 10 Golden Quotations?	<ol style="list-style-type: none"> 1. <u>Stage Directions</u>: “pink and intimate” – “brighter and harder” 2. <u>Mr Birling</u>: “community and all that nonsense” 3. <u>Mrs Birling</u>: “girls of that class” 4. <u>Sheila</u>: “But these girls aren’t cheap labour – they’re people” 5. <u>Eric</u>: “I was in that state when a chap easily turns nasty” 6. <u>Gerald</u>: “Everything’s alright now Sheila [holds up the ring] what about this ring?” 7. <u>Edna</u>: “Give us more light, Edna” 8. <u>Eva</u>: “pretty” “ringleader” “trouble” 9. <u>Inspector</u>: “With their lives, their hopes and fears, their suffering and chance of happiness” 10. <u>Inspector</u>: “fire and blood and anguish”
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2	What are the A Christmas Carol 10 Golden Quotations?	<ol style="list-style-type: none"> 1. <u>Scrooge Stave 1</u>: “hard and sharp as a flint” and “solitary as an oyster” 2. <u>Charity collectors</u>: “Are there no prisons? Are there no workhouses?” 3. <u>Charity collectors</u>: “If they would rather die they had better do it and decrease the surplus population” 4. <u>Marley</u>: “I wear the chain I forged in life” 5. <u>Marley</u>: “Mankind was my business” 6. <u>Scrooge Childhood</u>: “a solitary child, neglected by his friends” 7. <u>Belle</u>: “Another idol has displaced me... a golden one” 8. <u>Ignorance and Want</u>: “They are man’s” 9. <u>Scrooge Stave 5</u>: “light as a feather” and “merry as a schoolboy” 10. <u>Tiny Tim Final Line</u>: “God bless us, everyone!”
3	What are the Macbeth 10 Golden Quotations?	<ol style="list-style-type: none"> 1. <u>Witches</u>: “fair is foul and foul is fair” 2. <u>Macbeth Act 1</u>: “brave Macbeth” 3. <u>Lady Macbeth Act 1</u>: “unsex me here” 4. <u>Lady Macbeth Act 1</u>: “Look like the innocent flower but be the serpent under’t” 5. <u>Macbeth Act 1</u>: “Stars hide your fires let not light see my black and deep desires” 6. <u>Macbeth Act 2</u>: “Will all great Neptune’s ocean wash this blood clean from my hand?” 7. <u>Lady Macbeth Act 2</u>: “A little water clears us of this deed” 8. <u>Macbeth Act 3</u>: “O, full of scorpions is my mind” 9. <u>Lady Macbeth Act 5</u>: “Out damned spot, out I say!” 10. <u>Malcolm about Macbeth</u>: “dead butcher”

4	What are the poetry Golden Quotations?	<p><u>Ozymandias</u>: “Look on my works, ye Mighty, and despair!”</p> <p><u>London</u>: “mind-forg’d manacles”</p> <p><u>The Prelude</u>: “a huge peak, black and huge”</p> <p><u>My Last Duchess</u>: “half-flush that dies along her throat”</p> <p><u>Charge of the Light Brigade</u>: “someone had blundered”</p> <p><u>Exposure</u>: “merciless ice east winds that knife us”</p> <p><u>Storm on the Island</u>: “spits like a tame cat turned savage”</p> <p><u>Bayonet Charge</u>: “bullets smacking the belly out of the air”</p> <p><u>Remains</u>: “End of story, except not really”</p> <p><u>Poppies</u>: “Released a song bird from its cage”</p> <p><u>War Photographer</u>: “did not tremble then though seem to now”</p> <p><u>Tissue</u>: “light shine through” and “sun shines through”</p> <p><u>The Emigree</u>: “My city hides behind me”</p> <p><u>Checking Out Me History</u>: “Bandage up me eye with me own history”</p> <p><u>Kamikaze</u>: “which had been the better way to die”</p>
5	What are the 10 Golden Sentences for Component 1 Creative Writing?	<ol style="list-style-type: none"> 1. The more, the more 2. The less, the less 3. If, if, if, then 4. De:de (Detail:description) 5. Emotion, <i>sentence</i> 6. Not only, but also 7. Adjectives at the start 8. The three verb sentence 9. X wasn’t the word 10. Almost, almost, when
6	What are the 10 Golden Sentences for Component 2 Transactional Writing?	<ol style="list-style-type: none"> 1. Imagine a world where 2. Unfortunately... Fortunately... 3. Not only, but also 4. The more, the more 5. The less, the less 6. If, if, if, then 7. X isn’t the word 8. The Big Bad Because 9. However, after the first word sentence 10. Ever since sentence

7	What must I do in Component 1a?	<p><u>Question 1</u> – 5 marks – 5 mins – list 6/7 things</p> <p><u>Question 2</u> – 5 marks – 5 mins – 5 point and quotation</p> <p><u>Question 3</u> – 10 marks – 10 mins – 6-8 point and quotation</p> <p><u>Question 4</u> – 10 marks – 10 mins – 6-8 point and quotation</p> <p><u>Question 5</u> – 10 marks – 10 mins – agree/disagree, 6-8 quotation from the <u>whole text</u></p>
8	What must I do in Component 1b?	<ul style="list-style-type: none"> • 45 minutes • Select a title • 5 paragraph structure following Freytag’s Pyramid • Realistic story • 2 x A4 sides min • Ambitious vocabulary • Varied sentences • Show not tell • Sensory language • Golden Sentences
9	What must I do in Component 2a?	<p><u>Question 1</u> – 3 marks – 3 mins – short simple answer</p> <p><u>Question 2</u> – 10 marks – 10 mins – 5 point and quotation</p> <p><u>Question 3</u> – 3 marks – 3 mins – short simple answer</p> <p><u>Question 4</u> – 10 marks – 10 mins – 5 point and quotation</p> <p><u>Question 5</u> – 4 marks – 10 mins – 2 point and quotation first text, 2 point and quotation second text</p> <p><u>Question 6</u> – 10 marks – 10 mins – comparison of both texts – 3 point and quotation text 1, 3 point and quotation text 2</p>
10	What must I do in Component 2b?	<p>2 tasks – must complete both</p> <p>30 minutes: 5 mins planning – 20 mins writing – 5 mins editing (per task)</p> <p>Figure out purpose, audience and form (PAF) before writing</p> <p>Magic 5 paragraphs</p> <p>1 x A4 side min (per task)</p> <p>Ambitious Vocabulary</p> <p>Varied sentences</p> <p>Golden Sentences</p>
11	What must I do in a Literature essay?	<p>Magic 5 paragraphs: introduction, point 1, point 2, point 3, conclusion</p> <p>WI – Writer’s Intentions</p> <p>CI – Contextual Information</p> <p>ST – Subject Terminology</p> <p>EQ – Embedded Quotations</p> <p>DM – Discourse Markers</p> <p>AV – Ambitious Vocabulary</p>



12	What literacy/SPaG checks do I need to complete before handing in my work?	<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	How do you say charities?	Les associations caritatives
2	What does vouloir mean?	To want
3	What type of verb is vouloir and what do you need to use with it?	Modal verb. It is followed by a verb in the infinitive.
4	What does faire du bénévolat mean	To do voluntary work
5	What are the 2 ways if saying I would like?	Je voudrais/j'aimerais
6	Name 3 things you could recycle	Le papier / le plastique/ la verre/ les bouteilles
7	What does the phrase ' si on recycle le papier on peut sauver les arbres' mean?	If you recycle paper, you can save trees
8	Who are les SDF?	Homeless people
9	What does le chômage mean?	unemployment
10	What does ' si on interdit les voitures, il y aura moins de pollution' mean	If we ban cars there will be less pollution
11	Can you list the 10 elements you need to have in your 90/150 word writing?	Past tense Present tense Future tense Time phrases Opinions Reasons Adjectives Connectives Negatives WOW phrases



GEOGRAPHY

1	What is urbanisation?	A process where an increasing proportion of the population lives in towns and cities resulting in their growth.
2	What is a Push Factor	This is something that makes you leave, so something that you don't like about where you live. Example: No Jobs
3	What is a pull factor?	This is something you like about the place you want to move to. Example: Better Housing
4	What are megacities?	Cities with a population of over 10 million people
5	What is rural-urban migration	Where people move from the countryside to the cities.
6	What does GNI mean?	Gross national income; the amount of money a country makes in a year
7	What is an infant mortality rate?	The number of children who die before their first birthday per 1000 live births
8	What do the following stand for HIC LIC NEEs	High-income country (HIC) Low-income country (LIC) Newly emerging economies (NEEs)
9	What country is Rio in?	Brazil
10	How many zones does Rio have? What are they called?	It has grown into four zones: North zone, Centro, West zone, and South zone.
11	What is a Favela?	A shanty town/slum area that is in or near to a city. They are illegal settlements where people have built homes on land that they do not own. They are usually areas of great social deprivation
12	Where are Favelas located?	Squatter settlements are sited on any spare land the migrants can find. Steep slopes, swamps and rubbish tips.
13	Why are Favelas located in these areas?	The areas used are often avoided by others because they are prone to landslides or industrial pollution.
14	What are the main challenges facing people who live in the Favelas of Rio?	Construction of houses (poorly built) Lack of services e.g. running water, sewage systems Lack of a Health service (disease spreads) Crime.

15	What are formal/informal economies?	Informal economy means money that is earned that is not taxed and the formal economy is money that is taxed and contributes to a countries GDP
16	What is the primary employment sector?	Extract raw materials (which are natural products) from the land or sea e.g Mining, quarrying, fishing, forestry, and farming.
17	What is the secondary employment sector?	Involve the manufacture of raw materials, into another product by manual labour or machines. They often use assembly lines e.g. a car factory.
18	What is the tertiary employment sector?	Provide services to other people and industries, include doctors, dentists, Teachers, refuse collection and banks.
19	What is the quaternary employment sector?	Involve the use of high tech industries. Research and development companies are the most common types of businesses in this sector, e.g. scientists, software design.
20	What are the Social challenges facing Rio de Janeiro?	Water Supply, energy supply, education and health care.
21	What is the Favela-Bairro Project?	This is a site and service scheme where the local authority provides land and services for residents to build homes
22	What are resources?	Resources are things that people use. Some resources are essential for survival, whilst others are needed to maintain a standard of living. Food, water and energy are resources that help maintain social and economic wellbeing.
23	Is distribution of resources fair?	There are inequalities in the global distribution of resources. The balance between the supply and demand for resources affects a country's wealth and security.
24	Why is energy consumption increasing?	As countries development their demand for energy supplies rises Rising global population
25	What factors can affect energy supplies?	Costs of exploitation and production Physical factors such as geology Technological advances Climate Political factors



26	What are the types of renewable energy sources?	Biomass Tidal Geothermal Wind Solar Hydro (HEP) Wave
27	Are non-renewables sustainable?	Non-renewable energy resources are unsustainable. At some point the economic and environmental costs of these resources will become too high. Or they will run out
28	What are fossil fuels?	Fossil fuels are sources of energy formed from organic matter millions of years ago. They include coal, gas and oil.
29	Is natural gas a renewable form of energy?	No, as like oil, natural gas forms from the decomposition of organism deposited on the seabed millions year ago.
30	What is the “cleanest” fossil fuel	Gas – 45% less CO2 than other non renewables.
31	Why is Fracking controversial?	Lots of water is needed, wastewater and chemicals could contaminate groundwater and minor earthquakes are possible.
32	What are some advantages of exploiting natural gas in the Amazon?	<ul style="list-style-type: none"> - It could save Peru up to US\$4 billion in energy costs - Peru could make several billion dollars in gas exports – up to US\$34 billion over the 30-year life of the project - Improved infrastructure could bring benefits to local people. Agriculture could become more productive. - It provides employment opportunities and helps boost local economies
33	What are some disadvantages of exploiting natural gas in the Amazon?	<ul style="list-style-type: none"> - Deforestation associated with the pipeline and other developments will affect natural habitats - Clearing routes for pipelines has led to landslides and pollutions of streams resulting in decline of fish stocks. - Local people have no immunity to diseases introduced into the area by developers - The project could impact on the lives of several indigenous tribes, affecting their traditional way of life and their food and water supplies
34	What are Carbon Footprints?	A carbon footprint is a measure of the impact our activities have on the environment. It calculates all the greenhouse gases we are expected to produce in all our activities and measures them in units of carbon dioxide.

35	<u>What is a sustainable energy supply?</u>	A sustainable energy supply involves <u>balancing supply and demand</u> . It also involves <u>reducing waste and inefficiency</u> .
36	How can we reduce energy demand?	<ul style="list-style-type: none"> - financial incentives - raising awareness of the need to save and use energy more efficiently - greater use of off-peak energy tariffs - using less hot water for domestic appliances
37	<u>What is the Chambamontera micro-hydro scheme?</u>	The solution to Chambamontera's energy deficit involved the construction of a micro-hydro scheme. The High rainfall, steep slopes and fast flowing rivers make this area ideal for exploiting water power as a renewable source of energy
38	What makes the Chambamontera scheme a sustainable way of providing energy?	<ul style="list-style-type: none"> • The scheme: • provides a source of free renewable energy • uses simple technology which the local people can maintain • makes use of local skills and equipment • requires low maintenance and running costs • makes use of the area's high rainfall and fast-flowing streams • has a long-term potential so future generations will benefit • does not damage the environment.

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

1	How do you say environmentally friendly and bad for the environment?	umweltfreundlich and umweltfeindlich
2	What does ich will mean?	I want
3	What do you need to form the perfect tense?	Part of haben/sein and the past participle?
4	Where does the past participle go?	To the end of the clause/sentence
5	When do you use sein to form the perfect tense?	With verbs of movement
6	What does 'arm' the adjective mean?	Poor
7	Why is Rentner a false-friend?	It means pensioner has no connection with rent



8	How do you say charity work? What is a Freiwilliger/in?	Freiwilligenarbeit Volunteer
9	What verb is often used with sport in German?	Treiben e.g. Ich treibe Sport
10	What type of verbs are sollen and dürfen?	Modal Verbs
11	Can you give examples of intensifiers?	ziemlich (quite), ganz (quite), sehr (very)
12	How do you say you should in German?	Man sollte
13	How do you say you could?	Man könnte
14	What tense would you use to describe what you used to do/were doing?	Imperfect tense e.g. Ich spielte= I used to play

HEALTH AND SOCIAL CARE

1	Explain what is meant by a holistic approach to health and wellbeing.	This means understanding and meeting a person's physical, intellectual, emotional and social needs.
2	Explain the term genetic inheritance.	Genes that are inherited by children from both their parents. Genetic inheritance is a physical factor that can have positive and negative effects on a person's health and wellbeing.
3	Explain the term genetic predisposition.	Some people are predisposed (more likely) to develop conditions because of their genetic makeup, for examples heart disease, cancer, and diabetes. Whether a person develops these depends on lifestyle and environmental factors, such as diet and exercise, air quality and level of stress.
4	Define ill health.	Ill health is a physical factor that can have a negative effect on health and wellbeing. Ill health may be described as acute or chronic.
5	Explain chronic illness.	Chronic illness comes on more slowly and lasts for a long period of time, sometimes a lifetime. Often physical symptoms can be treated with medication, but not usually cured. Examples include diabetes and bipolar disorder.
6	Explain acute illness.	Illness that starts quickly and lasts for a short period of time. Due to acute illnesses only lasting a short period of time this means negative effects are usually short term and usually people recover completely.

7	Explain the link between chronic and acute illness.	Long-term conditions, such as chronic heart disease, may lead to acute illness, such as heart attack.
8	Define a balanced diet.	A balanced diet maintains health and well-being because it contains all the nutrients the body needs in the correct proportions.
9	List the 5 food groups.	Fruit and vegetables; starchy foods, oils; dairy products and meat, fish, eggs, pulses, and nuts.
10	Explain why fibre is important as part of a balanced diet.	Fibre is important in the diet to lower the risk of heart disease and maintain a healthy digestive system.
11	Define nutrient deficiency.	An inadequate supply of essential nutrients such as vitamins and minerals in diet resulting in malnutrition or disease.
12	List some examples of negative effects that can be caused due to nutrient deficiency.	Anaemia, rickets, poor growth, anorexia, depression, and tiredness.
13	Define stress.	Feelings of mental and emotional tension that can be short or long term. Stress can affect our physical, intellectual, emotional and social health and well-being.
14	List barriers to seeking help.	Culture, gender and education.
15	Explain the term stigma.	Stigma is a word to describe something that people feel ashamed about. In some cultural groups there is a stigma attached to certain conditions, for example depression.
16	Explain the term economic factors.	Economic factors relate to a persons employment situation and financial resources. Economic factors can determine a person's lifestyle, which may positively or negatively affect health and wellbeing.
17	Define poverty.	Absolute poverty means that despite benefits being available, they do not receive enough money to meet their basic needs, such as food, clothing or housing. Relative poverty means people with an income can only afford the essentials such as food, clothing, and housing. Poverty limits people life chances and has a negative affect on health and well-being.
18	Define pollution.	Pollution is the contamination of the environment (water, air, land) and living organisms by harmful chemicals. Noise and light pollution also affect health and well-being.
19	Explain the term expected life event.	Expected life events happen to most people and can be predicted. This makes it easier to plan for an manage, their effects. An example of this could be starting school, retirement or parenthood.
20	Explain the term unexpected life events.	Life events such as accidents and injury, are unexpected and cannot be predicted. As it is not possible to prepare for these events, they often have a greater impact on health and wellbeing.

21	List three unexpected life events.	Imprisonment, redundancy, exclusion or dropping out of education, bereavement, ill health.
22	Define the term pulse.	You can feel the pulse in the wrist or neck. It is used to measure how fast the heart beats in beats per minute (bpm). Pulse rate is a physiological indicator of the level of a person's health and physical fitness.
23	Explain blood pressure.	Blood pressure is an important indicator of health. Blood pressure that is too high puts strain on the heart. Blood pressure is the pressure exerted by blood against the artery walls. It is measured in millimetres of mercury (mm Hg) and is shown as two numbers.
24	Define systolic pressure.	Systolic pressure is the maximum pressure in the blood vessels as the heart pushes the blood out. (top number)
25	Define diastolic pressure.	Is the minimum pressure in the vessels when the heart relaxes between beats. (bottom number)
26	Define peak flow.	Peak flow is short for peak expiratory flow (PEF). This is the speed at which a person can expel air from their lungs. PEF tests are used to assess the health of a person's lungs.
27	What is BMI?	Body mass index.
28	List 3 physical of the negative effects of smoking.	Infertility, cancer, reduced fitness, respiration problems, miscarriage.
29	Explain the term person centred approach.	This is a holistic approach; and puts the individual at the heart of health care planning, so that the whole range of physical, intellectual, emotional and social health needs are met.
30	Define empowerment.	Empowerment means being independent, making choices and doing things for yourself.
31	Explain dignity.	People have dignity when they have high self-concept and when they are treated with respect. Health care professionals must work hard to preserve a person's dignity when delivering care, for examples by asking for permission before proceeding with a treatment.
32	Define respect.	Listening to and respecting an individual's opinions and feelings, without imposing a view of what is best for them.
33	Explain communication.	Communication can be categorised into two areas verbal and non-verbal. When caring for someone it is important to communicate effectively, maintaining respect and dignity. Some people may have communication needs and preferences, such as Makaton or British Sign Language.



34	Explain anti-discriminatory practice.	All people are to be treated equally and fairly according to their individual needs; this can include culture, religion, sexual orientation or personal beliefs.
35	Define confidentiality.	People have rights in law to have their information kept private.
36	Explain safeguarding.	Safeguarding means protecting people from harm, abuse, or neglect. Health professionals must know how to prevent people coming to harm, how to respond if they suspect harm and who is most likely to be at risk of harm.
37	Define stereotyping.	Making assumptions about groups of people based on their gender, nationality or culture, age, sexuality or religion,
38	Define prejudice.	A judgement, usually negative, about someone because of their background.
39	Outline SMART targets.	Specific, measurable, achievable, realistic and time-related.
40	Define primary care services.	Primary care services are the first point of contact you are likely to have with the National Health Service (NHS), for example, when you go to the doctor or dentist.
41	Define secondary care services.	Provide specialist treatment or care such as cardiology, gynaecology or neurology.
42	Define allied care services.	A range of speciality health care professionals mentally and physically including care from dietician, podiatrist or radiographer.
43	Define formal support.	Care provided by a trained health and social care professional who is paid to provide support.
44	Define informal support.	Often comes from friends and family who want to encourage you and are not paid.
45	Explain obstacles.	Obstacles are problems or difficulties that people may face when trying to follow the recommended actions in their plan. Obstacles can prevent people from reaching their goal or improving their health and wellbeing.
46	Define mitigation.	Actions to reduce the severity, seriousness or painfulness of events.
47	Explain motivation.	Motivation is the drive to continue with something. It is usually higher at the start of a new health and wellbeing plan, when results can show more quickly. Over time, people may find it harder to maintain their commitment to the plan.
48	Define addiction	Not having control of doing, taking or using something to the point where it could be harmful to you.
49	List 4 possible obstacles to accessing services.	Geographical, financial, psychological, physical, personal needs and resources.
50	List 4 lifestyle choices.	Alcohol, drugs, exercise and diet.

HISTORY

1	Which countries formed the Triple Alliance?	Germany, Austria-Hungary, Italy
2	Which countries formed the Triple Entente?	Britain, France, Russia
3	What were the four main causes of World War One?	Militarism Alliances Imperialism Nationalism
4	What was the aims of Weltpolitik?	1.) Strong Navy 2.) Large Empire 3.) Strong European power to influence European politics
5	What were the main consequences of the First Moroccan Crisis?	The Triple Entente (especially France and Britain's relationship) strengthened this further and divided Europe into two sides. France was angry with Germany – relations between the countries deteriorated (got worse). Britain became more suspicious of Germany because of their imperialism, and building a Navy. Germany had to stay out of Morocco and felt humiliated.
6	Which two countries wanted to take over Bosnia in 1908?	Austro-Hungary and Serbia
7	What were the main consequences of the Bosnian Crisis?	Austria-Hungary felt it had the full support of Germany. - Italy backed away from the Triple Alliance – it did not like how Austria-Hungary had behaved. - Russia had been humiliated. - It brought Britain, France and Russia closer together. - Serbia was forced to accept the annexation of Bosnia but was now determined to oppose Austria-Hungary.
8	What were the main consequences of the second Moroccan Crisis?	-Germany felt humiliated and was less likely to back down in future crises. - The German people became increasingly annoyed with Britain and France so it increased support for war within Germany. - Britain became more convinced that Germany wanted to dominate Europe. - Britain reached a secret naval agreement with France. This strengthened the Triple Entente. - Italy opposed Germany over Agadir which weakened the Triple Alliance. Germany became more reliant on Austria-Hungary.

9	What were the reasons behind the Schlieffen Plan?	Germany wanted to avoid a war on two fronts – being attacked by France in the west and Russia in the east. <ul style="list-style-type: none"> • The aim was to attack the French first and defeat them in six weeks by invading through neutral Belgium and the Netherlands. • Schlieffen argued that Russia would take a long time to mobilise so the Germans could defeat the French quickly and then move its army to the east to defeat the Russians. • A swift attack of France was the key to the success of the plan.
10	Why did the Schlieffen Plan fail?	Russia mobilised after 10 days/ Britain declares war on Germany to defend Belgium/ Belgium does not let Germany through and puts up a fight
11	Trench Warfare was a war of attrition. What does this mean?	A war of attrition is where each side tries to wear down the other until resistance is no longer possible.
12	What was the race to the sea?	After the Battle of the Marne, the Germans tried to outflank (get around) the enemy armies. British and French troops moved to block them. This continued to the English Channel.
13	Why did the German Ludendorff Offensive of 1918 fail?	Although initially very successful, Germany lost 400,000 men and had no reserves to call on. German discipline war poor and they were badly fed and supplied.
14	What was the German aim at Verdun?	The aim was to 'Bleed France White'.
15	How many American civilians died when the Lusitania was sunk by a German Submarine in 1915?	128
16	Why did the Allied 7-day bombardment fail at the Battle of the Somme?	The Germans were dug deep underground in fortified bunkers.
17	What did Britain impose on Germany as soon as the war started and did not lift until 1919?	The blockade
18	Why did America join the war in 1917?	The two main reasons were: German Unrestricted Submarine Warfare and The Zimmermann Telegram
19	What weapon changed dramatically over the course of the war and by 1918 were quite advanced pieces of military equipment?	Aircraft
20	How many days a month would troops usually spend in the front-line trenches?	Around 3 days
21	What was 'Unrestricted U-boat warfare'?	Unrestricted U-Boat Warfare was when German submarines attacked ANY boat travelling to Britain.



22	Why did Russia make peace with Germany in 1917?	Russian troops were poorly equipped and had suffered numerous defeats/ Russian troops were running away and deserting/ Communist revolution
23	What was the Allies 'Combined Arms Strategy' in 1918?	Combined Arms Strategy saw the Allies combine troops, aircraft, tanks, and artillery together to make a powerful attack
24	What weapon was first used by the British at the Battle of the Somme?	The Tank
25	What was the 'creeping barrage'?	The 'Creeping Barrage' fires artillery just in front of the advancing troops. The barrages 'creeps' forward according to certain times.
26	What happened to the Romanov family?	They were executed by Russian Communists
27	What did Austria-Hungary send Serbia following the assassination of Franz Ferdinand?	An Ultimatum. This contained 10 points that Serbia had to agree to or else there would be war.
28	How did the Alliance System cause World War One?	The Alliance System increased tension and rivalry between countries after the Moroccan Crises. It also meant that one crisis could trigger and 'drag' all of Europe into war.
29	How many weeks of food did Britain have left at the peak of unrestricted submarine warfare in 1917?	6 weeks
30	What was the main British aim at the Battle of the Somme?	To take German pressure off the French forts at Verdun
31	What were conditions in the trenches like?	Mud everywhere/ death a common sight/ lice/ trench foot
32	What was the original plan at Gallipoli?	The original plan was to sail the British Navy up the Dardanelles and bombard the Turkish capital into submission. No land invasion was originally planned.
33	Why was Passchendaele (1917) known as the Battle of Mud?	The battle area has experienced the worst rainfall in 30 years. Also, the artillery had destroyed the drainage system in the area so water overflowed and flooding occurred
34	What was the Ludendorff Offensive?	The Ludendorff Offensive was the last German attack to win the war. In 1918, experienced German troops attacked the Allies and quickly advanced 50 miles
35	What were weather conditions like at the Battle of Gallipoli?	In the Summer, extremely hot. Decaying corpses meant disease was rampant. However, during the winter, frostbite affected many soldiers.
36	What is meant by the term BEF?	The British Expeditionary Force
37	How many British casualties were there on the first day of the Battle of the Somme?	20,000 Dead 40,000 Wounded Total: 60,000



38	When was the first Dreadnaught released?	1906
39	Who won the naval battle: The Battle of Jutland, 1916?	Neither side won. Although Germany destroyed/ killed more ships/ sailors, Britain was able to maintain the Blockade
40	What date and time did the First World War officially end?	11am on 11 th November 1918
41	In what year did the United States join the war against Germany?	1917
42	Where did the allies sign the peace agreement?	Versailles
43	How much money did Germany have to pay to repair the damages of war?	Germany had to pay 132 billion gold marks (their currency before the Euro) to repair the damages of war. They became poor because of this.

HOSPITALITY AND CATERING

1	What is menu planning?	<p>You need to be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> • cost (ingredients as well as business costs) • portion control (value for money without waste) • balanced diets/current national advice • time of day (breakfast, lunch, and dinner menus as well as small plates and snacks) • clients/customers (a menu with prices that will suit the people who visit your establishment)
2	What are skills of the chef?	<p>The skills of the chef must be suited to the type of provision and the menu offered.</p> <p>A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes.</p> <p>A café will require a chef who has a range of medium and complex skills to produce a suitable menu.</p> <p>A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants.</p>



3	What is kitchen equipment?	<p>You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef. This includes kitchen equipment such as:</p> <ul style="list-style-type: none"> • hobs, ovens, and microwaves • fridge, freezer and/or blast chiller • specialist equipment, for example a sous vide or pizza oven • hand-held equipment, for example electric whisks or hand-blenders • other electric equipment, for example food processors
4	What is needed at different times of year?	<p>The time of year can affect menu choices. Light and cold dishes such as salads are better suited to the summer months. Hearty dishes such as stews are more suited to the winter. Special dishes linked to holidays such as Christmas and Valentine's Day may also be included. The availability of seasonal produce can also affect menu choices as certain commodities, for example strawberries, are less expensive when in season.</p>
5	What are environmental issues?	<p>The chef will need to think about environmental issues when planning a menu. Can the chef reduce the amount of ingredients bought as well as reducing food waste? Can the chef reuse ingredients to create new dishes for example stale bread made into bread-and-butter pudding? Can the kitchen recycle waste wherever possible? Running the kitchen sustainably will save money.</p>
6	What are organoleptic properties?	<p>Organoleptic properties are the sensory features of a dish (appearance, aroma, flavour, and texture). The chef will need to think about how the dish will look and taste. Is there a range of colours? Do the flavours go well together? Are there a variety of textures?</p>

7	What are macro-nutrients?	<p>Carbohydrates - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:</p> <ul style="list-style-type: none"> • Starch - Examples include bread, pasta, rice, potatoes and cereals. • Sugar - Examples include sweets, cakes, biscuits & fizzy drinks. <p>Fat - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:</p> <ul style="list-style-type: none"> • Saturated fat - Examples include butter, lard, meat and cheese. • Unsaturated fat - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish. <p>Protein - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:</p> <ul style="list-style-type: none"> • High biological value (HBV) protein - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa. • Low biological value (LBV) protein - Includes cereals, nuts, seeds and pulses
8		<p>Vitamins</p> <ul style="list-style-type: none"> • Fat soluble vitamin A - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits. • Fat soluble vitamin D - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine. • Water soluble vitamin B group - Helps absorb minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.

		<ul style="list-style-type: none"> • Water soluble vitamin C - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver. <p>Minerals</p> <ul style="list-style-type: none"> • Calcium - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables. • Iron - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables. • Sodium - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats. • Potassium - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish. • Magnesium - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach. • Dietary fibre (NSP) - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses. • Water - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs
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MATHS - FOUNDATION

1	What does expand mean in Mathematics?	Multiply out the brackets
2	What does factorise mean in Mathematics?	Remove like terms and add brackets
3	What is a quadratic equation?	An equation with an x^2 term
4	What is meant by direct proportion?	As one variable increases, the other variable increases
5	What is meant by inverse proportion?	As one variable increases, the other variable decreases



6	What is meant by directly proportional?	If one variable doubles (triples/quadruples), the other variable doubles (triples/quadruples)
7	What is meant by an index in Mathematics?	The power or exponent to which a number is raised?
8	What is the rule for multiplying expressions with indices with the same base?	Add the indices
9	What is the rule for dividing expressions with indices with the same base?	Subtract the indices
10	What is meant by standard form?	It is a system of writing very large or very small numbers based on powers of 10
11	What is an upper bound?	The largest value that would round up to the estimated value
12	What is a lower bound?	The smallest value that would round up to the estimated value
13	What is a vector?	A vector describes a movement from one point to another. A vector quantity has both magnitude (size) and direction
14	How can two vectors be the same?	They must have the same magnitude (size) and direction
15	How are vectors represented graphically?	As arrows

MATHS – HIGHER

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 = length x width x height
11	What is the formula for the volume of a prism?	V= Cross sectional area (CSA) X 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 = Distance/Time
14	What is the formula for Density?	D = Mass/ Volume
15	What is the formula for Pressure?	P = 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

1	In which decade would you hear Rock n Roll?	1950s and 1960s
2	Where did Rock n Roll come from?	America
3	How many beats are there in a bar in Rock n Roll?	4
4	What instruments are in Rock n Roll?	Lead singer, electric guitars, bass guitar, drums, (piano, saxophone)
5	What are the lyrics about?	Lyrics for teenagers: love, school, cars, holidays
6	What is the structure of Rock n Roll?	Simple structure: verse – chorus structure

7	What structure/chord sequence is R n R based on?	Based on 12-bar blues
8	What is the chord sequence of the 12-bar blues? (in roman numerals)	I I I I . IV. IV. I I V IV I I
9	Name 3 characteristic features of R n R	<ul style="list-style-type: none"> • Call and Response • Catchy hook • Instrumental Solo (usually guitar)
10	What is the tempo of R n R?	Allegro (Fast)
11	Name 3 Rock n Roll artists	Elvis Presley, Buddy Holly, Little Richard
12	When did Rock Anthems develop?	1970s
13	Where did Rock Anthems develop?	America
14	What pattern/chord sequence are Rock Anthems based on?	Rock songs were based on the 12-bar blues
15	What is the main instrumentation?	Lead electric guitar, rhythm guitar, singer, bass, drums
16	Which other instruments were added?	Strings, brass, woodwind, piano, keyboard or synthesizer
17	Name 3 effects used on guitars	Distortion, feedback, reverb
18	Name 6 other technologies used	Amplification, Microphones, Multi-tracking, editing, looping, sampling
19	Name 3 artists who performed Rock Anthems	Bon Jovi, Guns n Roses, Nirvana
20	Where would Rock Anthems be played?	Large stadiums
21	How many beats in a bar?	4
22	What are the purposes of Pop Ballads?	Pop and Rock ballads tell stories
23	What are pop ballads often about?	Sad, love songs
24	What is the tempo of a pop ballad?	Slow

25	What would the structure be?	Strophic, verse-chorus or through composed
26	What instruments are commonly used?	Piano, Guitar, Bass, Drums, Strings, Saxophone, Trumpet
27	What technology might aid the performance?	Microphones, Amplifiers, Synthesizers, Multi-Tracking, Autotune, Looping, Sampling, Editing, Mixing, Reverb, Echo/Delay
28	What would be added to a Rock ballad?	Heavy drums/amplified guitars
29	Which instrument is pivotal for a folk ballad?	Folk guitar
30	Name 3 Artists who would perform a pop ballad	Elton John, Leona Lewis, Ed Sheeran
31	What is the purpose of Film Music?	To enhance the characters, feelings, emotions and settings of a Film
32	What is a Leitmotif?	A recurring theme that represents a character, place or emotion
What do the following compositional devices that composers use in Film Music mean?		
33	• Ostinato	Repeated Pattern
34	• Chromaticism	Using all the semitones of the scale
35	• Drone	Long continuous sounds
36	• Repetition	Repeated notes
37	• Sequence	Repeated phrase at a higher or lower pitch
38	• Leitmotif	Recurring motif that represents a character, setting or theme
39	Name 3 famous Film Composers	John Williams, Hans Zimmer, James Horner



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 (eg. 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

PHOTOGRAPHY

1	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.
2	What are the compositional rules which can be used in photography?	Rule of Thirds, Balancing Elements, Framing, Leading Lines, Cropping
3	What is a Photoshoot	A session during which the photographer takes a series of images of a predetermined subject. This could be a person, still life or landscape.



4	What do we need to consider when planning a photoshoot?	<ul style="list-style-type: none"> • Objective • Subject • Colour • Compositional Rules • Location • Time of Day/Lighting • Editing • Props • Make-Up • Model
5	what are the formal elements of Photography? <i>(general)</i>	Line, Light, Value, Shape, Space, Texture, Colour, Pattern
6	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>
7	What 5 key elements make a successful artist/photographer research page (A01)	<p>Examples of Photographers work</p> <p>Title and Photographers Name</p> <p>Annotations – Discussing key aspects of the photos/artwork</p> <p>Visual artists response</p> <p>Personal Point of View</p>
8	What is physical manipulation of an image? <i>(A02)</i>	Editing an image physically without digital software. This could be weaving/collage/paint/stitch/burning/cyanotype/layering
9	What does refinement mean? <i>(A02)</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.
10	What does it mean by realising your intentions? <i>(A04)</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.



11	What is a final outcome (A04)	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.
12	What is a contact sheet?	A contact sheet, also called a proof sheet is a photographic negative or positive print of all frames exposed in a single photoshoot. This allows the photographer to asses pictures for correct focus and composition, as well as to select the best for the printing or manipulation.

PSYCHOLOGY – BRAIN AND NEUROPSYCHOLOGY

1	Define the Autonomic Nervous System (ANS).	This part of the nervous system responsible for control of the bodily functions not consciously directed, such as breathing, the heartbeat, and digestive processes.
2	Describe the function of the spinal cord in the nervous system.	It carries messages down the spinal cord between the brain and the body
3	Describe the process of homeostasis.	This is the process by which the body maintains a constant, balanced state. One example is carbon dioxide in the blood. The level of always just right as it is carefully controlled through breathing. Another example is body temperature. It is kept at around 37°C. The ANS keeps our body working by controlling vital glands, muscles and organs.
4	Define the term 'fight of flight'	Immediate physiological response of an animal when in danger. The body becomes physically ready to fight the threat or run away from it (flight).
5	Identify the four stages of the James-Longe theory of emotion.	<ul style="list-style-type: none"> • Event • Arousal • Interpretation • Emotion
6	Provide an example of this theory.	You are walking through the forest and see a grizzly bear. This causes your sympathetic division of the ANS to activate and release adrenaline. This then makes your heart rate increase and your pupils dilate. Your brain interprets these physiological changes as signs of fear and therefore that is the emotion you feel – fear.
7	Identify the three types of neurons	<ul style="list-style-type: none"> • Sensory neurons • Relay neurons • Motor neurons
8	Describe the function of the sensory neurons	Carries messages from the receptors to the CNS.

9	Define synaptic transmission	The way that neurons communicate with each other. It involves a message being passed chemically.
10	Explain a strength to Hebb's Theory.	
11	Define localisation of function.	The idea that different areas of the brain are responsible for different behaviours, processes or activities.
12	Describe the method to Penfield's Study.	Epileptic patients lay on an operating table whilst conscious. Local anaesthetic was used (to numb the head). Penfield stimulated different areas of the brain using the Montreal procedure and recorded patients' responses. This also treated their epilepsy. Over 30 years, Penfield did this more than 1,000 times.
13	Identify three brain scanning techniques.	<ul style="list-style-type: none"> • CT scans • PET scan • FMRI scan
14	What did Tulving conclude from his study?	Episodic and semantic memories are separate types of long-term memory that are in different parts of the brain.
15	Define 'neurological damage'.	An event (i.e. illness or injury) that damages the neurons in the brain. It can cause us to lose functions or change our behaviour.

PSYCHOLOGY – PSYCHOLOGICAL PROBLEMS

1	What characteristics might a mentally healthy person display?	<ul style="list-style-type: none"> • Positive engagement with / functioning as part of society • Effective coping with challenges • Not being overcome by difficult feelings • Having good relationships with others • Being able to deal with disappointments and problems • Being able to cope with stresses and demands of everyday life • Being able to make decisions
2	Describe the differences between two different cultural variations beliefs on mental health between Africa and Europe.	<p>Europe Mental health care in Europe is built on Western medicine and research, which places emphasis on evidence.</p> <p>Africa If someone falls ill, the entire family is seen as cursed. Most Africans view mental disturbances as the result of an external attack on the person.</p>

3	Describe the difference between: <ul style="list-style-type: none"> • Sadness • Unipolar depression • Bipolar depression 	Sadness is a normal human emotion and is a normal reaction to negative life experiences Unipolar depression is a low mood that lasts for weeks or months and affects your daily life. People with bipolar disorder have episodes of depression, feeling very low and lethargic, and mania, feeling very high and overactive.
4	Identify a symptom of depression.	<ul style="list-style-type: none"> •Reduced energy levels and low mood •Changes in appetite levels •Changes in sleep patterns •Decrease in self-confidence •Lack of interest/enjoyment in activities •Difficulty in concentration •Feelings of worthlessness •Excessive or inappropriate guilt •Negative thoughts about the future / feelings of hopelessness •Suicidal thoughts
5	Describe the synaptic transmission process.	Synaptic vesicles contain neurotransmitters and when an electrical impulse reaches them, the vesicles open and release the chemicals into the synapse. These chemicals are then picked up at receptor sites on the next neuron. This is the process of synaptic transmission.
6	How does serotonin link to low mood?	In some people, levels of serotonin are low. If levels of serotonin are low then levels at the synapse are low and the message is not transmitted, resulting in low mood.
7	Describe antidepressants.	Antidepressants are drugs which are used to treat depression. Antidepressants work by increasing the levels of serotonin.
8	Describe one weakness of antidepressants.	<p>Any of the below:</p> <p>Antidepressants are reductionist. They only tackle biology by altering serotonin levels. This means that if people are depressed because of other factors they won't be effective.</p> <p>There is contradictory evidence for antidepressants. 25-30% of people also report improvements when taking a placebo (fake pill). This reduces the validity of antidepressants as a treatment for depression.</p> <p>Antidepressants don't work for younger people.</p> <p>Almost all antidepressants show a similar effect to what is seen when a placebo is taken in children and adolescents. This reduces how useful they are.</p> <p>Antidepressants have side effects. These are things such as weight gain, insomnia, dry mouth or increased aggression and suicidal thoughts. This makes people less likely to take them.</p>



9	Describe 'negative schemas'.	People who have developed negative schemas are thought to perceive situations negatively to an exaggerated degree. For example, if something bad happens in their life, they may exaggerate how bad things are or will get when presented with such situations. This is then believed to contribute to the onset of depression.
10	What is CBT?	CBT is a "talking therapy" that looks to help people change their thinking patterns, such as negative schemas which may have developed.
11	Provide a strength of CBT.	Any of the below: Wiles' study into the effectiveness of CBT found that using CBT and antidepressants was more effective in treating depression than when antidepressants were used on their own. This improves the validity of CBT. CBT is more holistic than antidepressants. CBT is focussed on treating the whole person and looking at the "bigger picture" rather than the parts, such as neurotransmitters. This may be better as it deals with the core problems of depression and may be more effective as a result. CBT provides a long-term solution. The long-term aim of CBT is to provide people with the tools to help them deal with depression. Therefore, it may be more effective than antidepressants in the long run.
12	Describe the method of Wiles' study on CBT.	Participants were randomly allocated to one of two groups. •An experimental group of 234 participants were allocated to receive CBT as well as antidepressant medication along with other medical care for depressed patients. •A control group of 235 participants were allocated to continue to take only antidepressants and normal medical care.
13	Describe how aversion therapy is used as a therapy for addicts.	Aversion therapy tries to stop people from using the substance they are addicted to by causing them to experience something unpleasant when they carry out the unwanted behaviour. This results in a link being made between the unwanted behaviour and the unpleasant experience instead of the enjoyable feelings they had previously associated with the behaviour i.e. feelings of being "high".
14	What is an alternative to aversion therapy?	Self-management programmes
15	What is the difference between reductionist and holistic perspectives?	The reductionist perspective is the belief that something (e.g. human behaviour) is only fully able to be understood by simplifying it to its most fundamental and basic parts. The holistic perspective is the belief that all the parts of something (e.g. human behaviour) are connected and are only fully able to be understood by looking at the 'bigger picture' or referring to the whole.



RELIGIOUS STUDIES

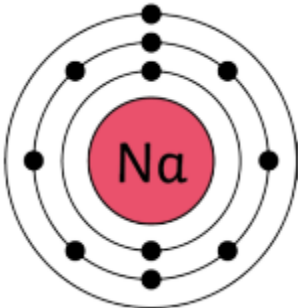
1	Outline what is meant by predestination.	Predestination is the belief that God or Allah is already aware of everything that will happen in your life.
2	What's a Sunni perspective on predestination?	Sunni Muslims believe that their life has been planned out by Allah, therefore the good and bad in life is all part of Allah's plan. Many may say 'inshallah' which means 'If Allah wills it.'
3	What's a Shi'a perspective on predestination?	Shi'a Muslims believe that Allah is omniscient, and therefore He knows everything that has and that will happen. They focus more freewill and say that Allah is not present in every decision, but like a loving parent will know your decision.
4	Define free will.	Free will is the belief that you have the control to make your own decisions.
5	When will the Day of Judgement come according to Islamic belief?	The Day of Judgement will arrive when Allah's purpose for the universe is fulfilled.
6	Why is Israfil important on the Day of Judgement?	Israfil is the angel who will blow a trumpet to announce that the world will be destroyed.
7	What is meant by 'Aakhirah'.	Everlasting life after death on the Day of Judgement.
8	What happens when Israfil blows the trumpet for the second time?	Everybody who has ever lived will rise from the dead to be judged.
9	What is the 'Book of your life'?	This is a book that you will be given to read on the Day of Judgement to show you all of your good and bad deeds.
10	What is the 'Book of Deeds'?	This decides where you will spend the afterlife. If it is handed to your left hand, you will go to hell, whilst if it is handed to your right hand you will go to heaven.
11	What is this quote describing '...there will be any fruit they choose; the meat of any bird they like...' ?	Heaven = Jannah
12	What is this quote describing 'They will dwell amid scorching wind and scalding water...' ?	Hell = Jahannam
13	What is meant by resurrection?	Rising from the dead and returning to life.



14	What is 'barzakh'?	This is the stage of waiting before judgement. Muslims believe that there is a stage of waiting in the grave before you are judged.
15	What is 'Shirk'?	Worshipping something other than Allah; this goes against Tawhid and Shahadah.
16	What happens to a Muslims body after death?	A Muslims body is buried, not cremated; this is due to the belief that the body will rise on the Day of Judgement.

SCIENCE

1 B1	What are the main parts present in most animal cells?	cell membrane, cell wall, nucleus, ribosomes, mitochondria, cytoplasm plus vacuole, cell wall and chloroplast in plant cells.
2 B1	What is the definition for the term 'stem cell'?	An undifferentiated cell which has the ability to become one of many different types of cell or more stem cells
3 B1	How are substances transported into and out of cells by active transport?	The movement of particles against a concentration gradient (i.e. from an area of lower concentration to an area of higher concentration) using energy transferred during respiration.
4 B2	What is the function of bile in digestion?	A fluid that is made in the liver, stored in the gall bladder and released into the small intestine. It aids digestion by creating alkaline conditions in the small intestine and by emulsifying fats.
5 B2	What are the four components of blood?	red blood cells, white blood, platelets, plasma
6 B2	What are the roles of stomata and guard cells in leaves?	A stomata is a tiny hole in the surface of the leaf which allows gases to diffuse in and out. Guard cells surround each stoma and control it's opening and closing.
7 B3	What are 'pathogens'?	A microorganism that causes disease, e.g. bacterium, virus, protist or fungus.
8 B3	What are the signs of tobacco mosaic virus (TMV) infection in plants?	A mosaic pattern on the leaves of the plants and parts of the leaves become discoloured.
9 B3	How is malaria spread?	Spread by mosquitos which act as vectors and pick up the malarial protist when they feed on animals
10 B4	What is the word equation for photosynthesis?	$\text{carbon dioxide} + \text{water} \xrightarrow[\text{chlorophyll}]{\text{sunlight}} \text{glucose} + \text{oxygen}$
11 B4	What is the word equation for aerobic respiration?	Glucose + Oxygen --> Carbon Dioxide + Water + Energy
12 B4	What is 'metabolism'?	All the chemical reactions that happen in a cell or body

13 C1	What is the Plum Pudding Model of the atom?	the atom is a ball of positive charge with negative electrons embedded in it
14 C1	What is the relative electrical charge of the subatomic particles in an atom?	• Proton +1 • Neutron 0 • Electron -1
15 C1	How is the electronic structure of an atom represented?	By numbers or with a diagram e.g. sodium (Na) 2,8,1 
16 C2	What are the three types of strong chemical bond?	Ionic, Covalent, Metallic
17 C2	Why are alloys harder than pure metals?	Two or more different sized atoms cause disruption to the layers in metal so they cannot easily slide over one another. This makes the metal strong.
18 C2	What is the structure of diamond?	Each carbon atom forms four covalent bonds with other carbon atoms in a giant covalent structure so diamond is very hard, has a very high melting point and does not conduct electricity.
19 C3	What is the Law of Conservation of Mass?	No atoms are lost or made during a chemical reaction so the mass of the products equals the mass of the reactants.
20 C3	How is the relative formula mass M_r of a compound calculated?	Sum of the relative atomic masses (A_r) of the atoms in the numbers shown in the chemical formula.
21 C3	What is the equation that can be used to determine the mass of a solute in a solution when you know the concentration?	Mass of solute (g) = concentration (g/dm ³) X volume (dm ³)
22 C4	What is the general equation for the reaction of an acid with a metal?	Acid + Metal → Salt + Hydrogen
23 C4	Why can't metals be extracted from their ores using electrolysis when solid?	The ions aren't free to move as they are when aqueous or molten
24 C4	What is meant by the term displacement reaction?	A reaction where a more reactive element replaces a less reactive element in a compound
25 C5	What do we mean by an exothermic reaction?	A reaction which transfers energy to the surroundings
26 C5	What is the activation energy in a chemical reaction?	The minimum amount of energy that reactant particles must have when they collide in order to react.

27 C5	What can reaction profiles be used to show?	The relative energies of reactants and products, the activation energy and the overall energy change of a reaction.
28 P1	What is meant by a system?	The object, or group of objects, that you are considering
29 P1	What is the specific heat capacity of a substance?	The amount of energy (in joules) needed to raise the temperature of 1kg of a material by 1 ^o C
30 P1	What is power?	The rate of transferring energy (or doing work). Normally measure in watts (W)
31 P2	What is the correct equation to calculate charge flow?	$Q=IT$ where Q = Charge flow in coulombs C, I = current (A) and T = Time (s)
32 P2	What is the correct equation to calculate the potential difference across a component?	Potential difference (V) = Current (A) x Resistance (Ω)
33 P2	What is the colour of the earth, live and neutral wires in a three-core cable?	Neutral - blue Earth – green and yellow Brown - live
34 P3	What is the correct equation to calculate the density of an object?	Density (ρ) = mass (m) / volume (V)
35 P3	What is the definition for internal energy?	Internal energy is the total energy stored by particles in a system.
36 P3	What is the definition for specific latent heat?	The energy needed to change the state of a 1kg mass
37 P4	What is the basic structure of an atom?	Tiny nucleus containing most of the mass with protons and neutrons Electrons orbit the nucleus in distinct shells
38 P4	What is the definition for the term 'isotope'?	A form of the same element, which has atoms with the same number of protons (atomic number), but different numbers of neutrons (and so different mass number).
39 P4	What is the definition for half-life in terms of number of nuclei or the count-rate?	The time it takes for the number of nuclei of a radioactive isotope in a sample to halve. OR The time it takes for the count rate (or activity) of a radioactive sample to fall to half it's original value.

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

1	How do you say 'the environment' in Spanish	El medio ambiente
2	What does 'quiero' mean?	I want



3	What do you need to form the perfect tense?	Part of haber and the past participle?
4	Where does the past participle go?	To the end of the clause/sentence
5	What is a el subsidio de desempleo?	Unemployment benefit
6	What does 'perezoso' the adjective mean?	dangerous
7	What is the literal translation of 'los "sin techo"?'	It means without roof
8	How do you say people in need?	Los necesitados
9	What do se debe, se puede + infinitive mean?	They express something you can do and are followed by the infinitive verb.
10	How do you create negative expression?	You put 'no' in front of the verb
11	Can you give examples of intensifiers?	casi (quite), bastante (quite), muy (very)
12	When do we use the pluperfect in Spanish?	When talking about something that had happened.
13	Translate 'habia hablado'	I had spoken
14	What tense would you use to describe what you used to do/were doing?	Imperfect tense fue

