

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

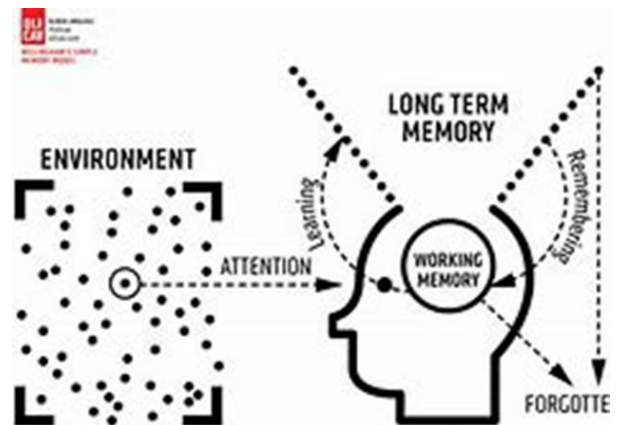
Independent Learning at Ruskin

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 **independently** ability to



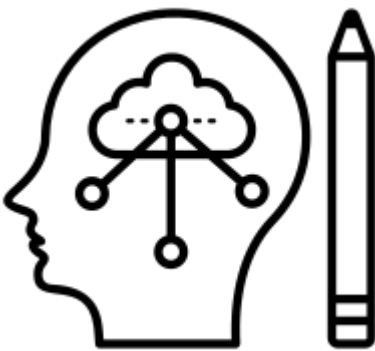
have **self-respect** and understand the important of working. Completing **Quiz It, Map It, Link It** activities highlights your recognise your **strengths** and also **areas for development**.



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**

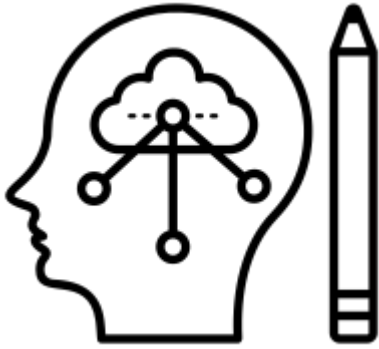
- On your blank template, write in the answers.
- Use black or blue pen.

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.

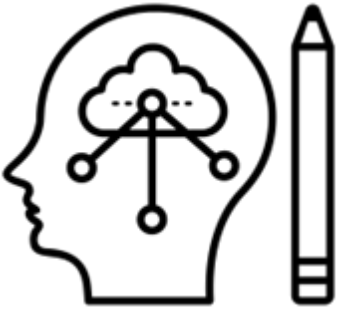
Step 3: Branch Off

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

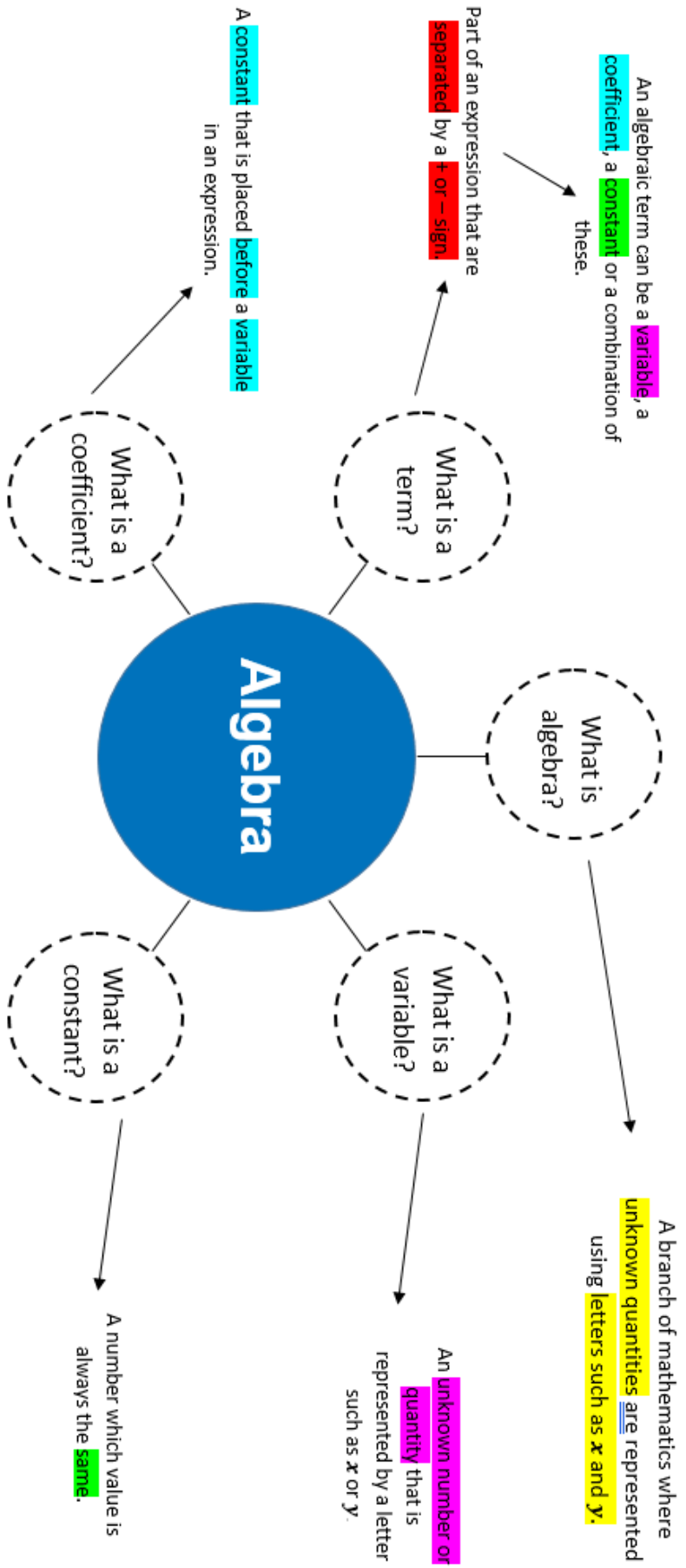
Step 4: Use Images and Colour

- 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:

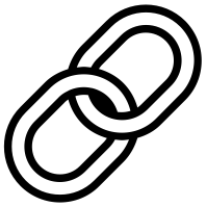
- X is similar to/different from Y because...
- X is more/less...than Y because...
- In a similar way to X, Y is...
- In a different way to X, Y is...

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 by product.

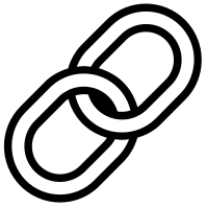


The link between them is that water is a necessary for **both** the process of photosynthesis and transpiration is the constant stream of water moving through the plant from roots to leaves.



What is Transpiration?

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



LINK IT EXAMPLE



Who is Scrooge?

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



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



Who is Mr Birling?

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

Year 11 Core Knowledge Questions

BTEC SPORT – LEARNING AIM C

1	State two methods of training for Aerobic endurance	<p>Continuous training – steady pace and moderate intensity for a minimum period of 30 minutes</p> <p>Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain</p> <p>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)</p> <p>Circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance</p>
2	State two methods of training for Flexibility:	<p>Static active – the performer applies internal force to stretch and lengthen the muscle</p> <p>Static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch</p> <p>Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflexes</p>
3	State two methods of training for Muscular endurance	<p>Free weights and fixed resistance machines – high repetitions and low loads</p> <p>Circuit training – using body resistance exercises or weights with low loads and high repetitions.</p>
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	<p>Acceleration sprints – pace is gradually increased from a standing or rolling start to Jogging, then to striding, and then to a maximal sprint</p> <p>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)</p> <p>Resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.</p>
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



BTEC SPORT – LEARNING AIM D

1	What personal information is needed to aid training fitness programme design?	<ul style="list-style-type: none"> ● Aims – details of what they would like to achieve for the selected sport. ● Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training. ● Lifestyle and physical activity history. ● Attitudes, the mind and personal motivation for training.
2	What other elements need to be considered for fitness programme design	<ul style="list-style-type: none"> ● Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness. ● Application of the FITT principles and additional principles of training.
3	What is the definition of motivation?	The internal mechanisms and external stimuli that arouse and direct behaviour.
4	What are the two types of motivation?	Intrinsic and extrinsic
5	What are the principles of goal setting?	To increase and direction motivation
6	To help with personal goals we can use SMARTER targets. What does SMARTER stand for?	Specific, Measurable, Achievable, Realistic, Time-related, Exciting, Recorded
7	There are two types of personal goals, what are they?	<ul style="list-style-type: none"> o short-term goals (set over a short period of time, between one day and one month) o long-term goals (what they want to achieve in the long term, and the best way of doing this)
8	What is the Influence of goal setting on motivation?	<ul style="list-style-type: none"> o provide direction for behaviour o maintain focus on the task in hand.
9	What are the benefits of motivation on the sports performer?	<ul style="list-style-type: none"> o increase participation o maintain training and intensity o increased fitness o improved performance.

BUSINESS STUDIES

1	List the different ways of working	<ul style="list-style-type: none"> Full time Part time Flexible Permanent Temporary Freelance
2	How has technology impacted on working?	<ul style="list-style-type: none"> Efficiency – we are more efficient Remote working – more people work from home
3	Define organisational structure	The way that employees and job roles are organised in a business
4	What different types of organisational structures are there?	<ul style="list-style-type: none"> Hierarchical Flat Centralised De-centralised
5	Why do businesses have an	A clear structure makes it easier to see which part of the

	organisational structure?	business does what, and who has which job role Makes communication easier across the company Employees should find it easier to be aware of their roles and responsibilities
6	Define: Chain of command Span of control Delegation Subordinate	Chain of command - flow of information power and authority through the business Span of control – a number. Who is the manager of who Delegation – a task is given to a subordinate Subordinate – below in the hierarchy
7	How do businesses train and develop employees?	Formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews
8	Why do businesses train and develop employees?	There is a link between training, motivation and retention Retraining to use new technology
9	Why is motivation important in the workplace?	To attract new employees To retain existing employees To increase productivity
10	How do businesses motivate employees?	Financial methods: remuneration, bonus, commission, promotion, fringe benefits Non-financial methods: job rotation, job enrichment, autonomy

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.

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

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

7	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.
8	What is manufacture?	The making of a product.
9	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, e.g. a steel pan handle would conduct too much heat and burn the user, whereas beech would be more appropriate as it is tough but a poor conductor of heat.
10	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.
11	<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.
12	What is a modification?	This is a change to a design or prototype.
13	What is an evaluation?	This is where a process and product is analysed and comments made. These comments are evaluative.
14	What is Empathise?	When we share and feel the same feelings as others. In particular, the user or target market of those we are designing for.
15	What is a circuit?	A circuit is a device made of other, smaller electrical devices that can move the flow of electricity through itself to power larger devices
16	What is a component?	An electric circuit contains components like batteries, switches, bulbs, resistors, and capacitors, connected in a continuous loop. This allows electricity to flow and power the components. Many different components can be used in a circuit.
17	What are the benefits of CAD/CAM?	More accurate than traditional hand drawn orthographic drawings. Faster to produce and less labour intensive. Multiple copies can be stored, printed and shared electronically. Can be easily edited and design modifications do not generate endless re-drawings of the original design.



18	What are the benefits of manufactured boards?	Sheet material is available in standardised thicknesses and sizes, eg it is rare to come across a tree that is 1,220 mm wide but manufactured boards can be produced in any width, length and thickness Manufactured boards tend to be made from waste from the production of wood planks or recycled timber, meaning fewer trees need to be cut down and the impact of deforestation is lessened
19	What are the H&S rules in the workshop?	H&S stands for Health & Safety and it is the rules that must be followed at all times in the workshop to keep you safe.
20	What is ideate?	Ideate is when we look at a specification and create designs to solve a problem in line with the specification points.
21	What is a coping saw?	A coping saw is a type of bow saw used to cut intricate external shapes and interior cut-outs in woodworking or carpentry.
22	What is a tolerance?	The tolerance describes the acceptable deviation from a given dimension. (How far from accurate it can be).
23	What is hardwood? What is softwood? What is a manufactured board?	Hardwood comes from deciduous trees which lose their leaves annually. Softwood comes from conifers, which usually remain evergreen. Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibres together. Manufactured boards often made use of waste wood materials. Manufactured boards have been developed mainly for industrial production as they can be made in very large sheets of consistent quality. Boards are available in many thicknesses
24	What is structural strength? What is a surface finish?	Strength is a measure of a material's resistance to permanent deformation or complete breakage under stress. Strong materials are able to resist heavy impacts, and are able to absorb and distribute large amounts of energy without breaking. This is when a finish is applied to a material such as paint or varnish.
25	What is a cross halving joint? What is a section? What is a side profile?	A joint where half thickness is removed front 2 pieces of wood where they cross. This ensures a greater area of adhesive can be supplied resulting in a stronger joint. A section is a type of drawing that is cut through an object. The side drawing of an object.



26	What is a dowel? What is a dowel joint?	A small cylindrical piece of wood. Available in a range of sizes. A joint that has holes drilled in each piece and dowels connecting them.
27	What is CAD? What is CAM?	Computer Aided Design. Computer Aided Manufacture.
28	Why use CAD & CAM?	It is fast and accurate.
29	What is material removal?	When material is removed. This can be with machines or hand tools.
30	What is a finger joint?	Also known as a comb joint, is a woodworking joint made by cutting a set of complementary, interlocking profiles in two pieces of wood
31	Why use a mortise and tenon joint? What are the safety rules for using a mortiser?	They are very strong. Wear an apron & Safety goggles Tie hair back Ensure there is no one in the area of the machine
32	What is the software used to create designs for the laser? What is the file type used on the laser?	2D Design/Onshape/sketchup DXF
33	What is manufacture?	When components of a product are made.
34	What is assembly?	When the components of a product are assembled.



ENGLISH

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”
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 1. 0 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 • 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 (per task)</p> <p>Ambitious Vocabulary</p> <p>Varied sentences</p> <p>Golden Sentences</p>



11	What must I do in a Literature essay?	Magic 5 paragraphs: introduction, point 1, point 2, point 3, conclusion WI – Writer’s Intentions CI – Contextual Information ST – Subject Terminology EQ – Embedded Quotations DM – Discourse Markers AV – Ambitious Vocabulary Key word from question repeated throughout 2 x A4 sides
12	What literacy/SPaG checks do I need to complete before handing in my work?	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

FODD AND NUTRITION

1	How is the GCES Course broken down?	NEA1 15 %, NEA2 35%, Written 50%
2	What is the importance of knife skills in cooking?	Faster meal preparation, get the most out of your ingredients, smoother kitchen workflow, less waste, even cooking
3	What are the different types of fruit?	Berries, pits, cores, citrus, tropical, melons
4	What are the different types of vegetables?	Root, leafy green, cruciferous, marrow, edible plant stem, allium
5	What are seasonal vegetables?	Grown, ripe and ready at a specific time of the year
6	What is organic farming?	Natural farming. No additional chemicals or products. Allowing crops and animals to grow freely and healthily
7	What is Intensive farming	Growing as many crops as possible in a restricted space. Using additional products to enhance growth
8	What crops do we grow in the UK?	Wheat, barley, oats, rye, rapeseed, fruit , vegetables
9	What animals do we rear?	Sheep, cows, pigs, ducks, fish
10	What is food spoilage?	The decay of food, it becomes unsuitable to ingest and can cause harm



11	What is enzymic browning?	A chemical reaction where some fruits turn brown Enzymes in the fruit oxidise in the atmosphere
12	What are the different types of flour that we use in cooking?	Self-Raising, Plain , Strong , Wholemeal
13	What is Gluten and what is its purpose?	Rye, barley. It helps food maintain its shape. Acts as a glue and develops elasticity
14	What is the purpose of the NEA1 Assessment?	To help you understand how food works and chemical reactions. This will make you a better chef
15	What are the different types of raising agents that we use in cooking?	Water/steam, Bicarbonate of soda, yeast, Cream of Tartare, Baking Powder,
16	What is it important to cook food safely?	To kill bacteria, make it palatable
17	What are the key temperatures required to keep food safe at?	75 degrees, 100 degrees, 5-65 Danger zone, minus 5, minus 18 degrees.
18	What are the 4Cs?	Cooking, chilling, cross contamination, cleaning
19	What factors increase contamination?	Moisture, protein, time, warmth
20	What ingredients are needed to make choux pastry?	Eggs, flour. water, butter
21	What purpose does carbohydrate have in our diet?	Provides energy, fibre
22	How would you describe it in terms of nutrients	Macro Nutrient, Vital nutrient
23	What foods provide carbohydrate?	Pasta, potato, flour, Sugars
24	What categories of carbohydrates are there?	Simple, complex. Mono, Di, Poly
25	What happens if you eat too many carbohydrates?	Put on weight. Obesity
26	What are the essential ingredients in pasta	Flour egg
27	What is the difference between white and brown flour?	More of the original grain is contained on brown. 85%. White = 75%. Bran and wheatgerm have been removed.
28	What is the technique used to make rough puff pastry?	Folding and layering. Addition of high amount of fat

29	Name 6 varieties of pasta	Lasagne, Ravioli, Spaghetti, Farfalle, Macaroni, Penne, Rigatoni
30	What is a ragu sauce?	Tomato sauce used to accompany bolognese
31	What is a successful time plan?	A time plan that combines all elements of preparation smoothly
32	What is the NEA1 exam	A scientific experiment that investigates the characteristics of ingredients in cooking?
33	What happens if you do not eat enough carbohydrates?	Lack energy, lethargy, lose weight
34	What are the other macro nutrients?	Protein and fat
35	How many calories should an average male and female eat each day	2000 and 2500
36	What is energy balance?	When there is equity between intake and output of calories
37	Name the macro nutrients (3)	Protein, fats and carbohydrate
38	Name the micro nutrients (2)	Vitamins and minerals
39	What is the function of fat in the diet? (2)	Protection of organs, warmth to the body, energy, Vitamins EDK
40	What happens if there is excess fat in the diet (3)	Obesity, general health issues, heart problems, Blood pressure, CHD
41	What happens if there is a deficiency of fat in the diet (3)	Thin body frame, cold, look unhealthy, pale
42	What is another name for fat. (2)	Lipids
43	Which are good fats / healthy fats(2)	Unsaturated
44	How would you ensure that someone has healthy fats in their diet?(3) Give examples of food and dietary recommendations	Not to fry foods, eat good fats, use Fry lite,
45	What is butter made from (2)	Cream that is churned around



46	Name 4 uses of butter in cooking(4)	Melting, spreading, creaming, shortening, shallow frying
47	What is the nutritional value of butter (3)	Fat , vitamins A and D, sodium
48	How do you store butter (2)	In the fridge, fully covered, lidded container
49	Describe 3 facts about oils (3)	Liquid at room temperature, lighter than solid fat, easier to digest, versatile in cooking, natural
50	Give 3 examples of vegetable oils (3)	Sunflower, rapeseed, olive,
51	Name 3 uses of oil in cooking (3)	Frying, basting, marinating
52	Give 4 facts about margarine (4)	It is an inexpensive butter, Made from vegetable oils has vitamins added to it by law A and D
53	Give examples of high skills used in cooking and the NEA2 (3)	Portioning, pastries, bread making , fileting, piping
54	How many dishes do you have to cook in your 3 hour NEA2 practical exam ? (1)	3
55	What is an enriched bread (2)	A dough made with butter, sugar, eggs or oil. Softer and richer than normal bread
56	What does fortify mean (2)	Strengthened and added to eg margarine, bread
57	What is the meaning of functional properties. What is the meaning of chemical property?	A characteristic of the food product. It shows how the ingredient performs during cooking. Chemical property is the chemical reaction that occurs during the cooking process

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

1	How long do you have to prepare for you speaking exam in the preparation room?	12 minutes
2	Are you allowed to use the notes you have made in the speaking prep room in your exam?	Yes
3	How long is the General Conversation?	4 mins Foundation, 6 mins higher.
4	How many themes are you tested on in the General Conversation?	2 out of 3



5	How many bullet points must you cover in the 40- & 90-word writing?	ALL 4
6	In the 90-word writing, the 3 and 4 the bullets are always in which tenses?	Past Future
7	What should you do if you don't know an answer in the Listening or Reading exam?	GUESS!
8	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
9	What websites can you use to help with revision?	www.kerboodle.com (online text book) www.linguascope.com www.duolingo.co.uk
10	What should you try and ask your teacher in your General conversation?	And you? (in the target language)

GEOGRAPHY

1	Where is Rhyl located	Rhyl is located in North Wales, it is a small coastal town between Towyn and Prestatyn.
2	Why is Rhyl a good location for fieldwork?	Much of Rhyl is lower than high tide and so the sea wall is needed to stop inland coastal flooding. The area will be further affected by climate change and sea level rise as storm events become more frequent and tides become higher. The local economy of Rhyl is dependent on tourism and recreation as well as incorporating a small fishing industry. It is close to school, accessible for all and due to the above facts allows us to complete both our physical and human fieldwork in one place.
3	What potential risks are there when undertaking fieldwork?	<ul style="list-style-type: none"> • Transport • Environmental issues, for example, the weather • Slips, trips and falls • Getting lost
4	What management strategies are used on Rhyl Beach?	<ul style="list-style-type: none"> • Groynes • Seawall • Rock armour



5	What are the advantages and disadvantages of groyne	<p>Advantages</p> <ul style="list-style-type: none"> • Slows down longshore drift and rebuilds beach <p>Disadvantages</p> <ul style="list-style-type: none"> • Need replacing often • Groynes trap sand so places further down the coast will have more erosion. • Expensive. £10,000 each sited 200 metres apart
6	What is our physical fieldwork enquiry question?	<i>Is Hard engineering controlling longshore drift in Rhyl?</i>
7	What data did we collect for our Physical fieldwork?	We collected data from either side of the groyne to measure beach height and then also measured the width of the beach on the east side of the groyne and compare with the west side
8	What is our human fieldwork enquiry question?	<i>Has the regeneration of Rhyl increased visitor numbers?</i>
9	What is urban regeneration?	Urban regeneration is about improving an area that has been experiencing a period of decline. Public money is used as an attempt to pump prime private investment into an area.
10	What data collection methods did we use in our human fieldwork?	At each site we carried out: 1. An Environmental Quality Survey (1 at each site) 2. Land use survey (1 at each site) 3. 2 questionnaires (1 at each site) 4. Pedestrian Count (1 at each site)
11	What is sampling?	A means of collecting data that is representative of a particular issue or subject area without actually having to record every bit of data
12	What sampling strategies are there??	<ul style="list-style-type: none"> • Systematic – means working to an order to collect data e.g. every 5th person, every 2 metres. • Random – where samples are taken at random any order • Stratified – deliberately chosen to give you the results you want (biased on purpose) e.g. choosing different sized pebbles in a river
13	What data presentation techniques could we use?	<ul style="list-style-type: none"> • Bar chart • Line graph • Pie chart • Radial graph • Scattergraph



14	What is the difference between primary data and secondary data collection?	Primary data is data that we collected ourselves unlike secondary data which is data collected by someone else.
15	What does GCSEA stand for?	<ul style="list-style-type: none"> • General • Comment • Specific • Evidence • Anomaly
16	What were the limitations of our fieldwork?	<ul style="list-style-type: none"> • We only went on one day, at one time of year • Results may be different on different days, eg sunny or rainy. • We went during the week which is generally a work and school day so may impact results • We only had a small number of sites • We relied on other people's measurements and data.

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

1	How long do you have to prepare for you speaking exam in the preparation room?	12 minutes
2	Are you allowed to use the notes you have made in the speaking prep room in your exam?	Yes
3	How long is the General Conversation?	4 mins Foundation, 6 mins higher.
4	How many themes are you tested on in the General Conversation?	2 out of 3
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10	What should you try and ask your teacher in your General conversation?	And you? (in the target language)

HOSPITALITY AND CATERING

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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

What is Pitch?	How high/Low
What is a Melody?	The main tune
What is a Counter Melody	Additional tune over the main melody
Describe Conjunct	Stepwise melody
Describe Disjunct	Melody moving by leap
What is a Scale	Up and down the scale
What is a Chord	3 or more notes together
Describe a broken chord	Notes of a chord played separately
What is an Arpeggio	Notes of a chord played separately in order
Describe an Alberti Bass	Left hand of piano playing broken chords in a set pattern (classical era)
<i>Define Soprano</i>	High female voice
<i>Define Alto</i>	Medium/Low female voice
<i>Define Tenor</i>	High male voice
<i>Define Bass</i>	Low male voice
<i>What is a Melisma</i>	Singing lots of notes on 1 syllable – ohhhhh, like Beyonce
<i>Describe Syllabic</i>	One note per syllable
<i>What is meant by Range</i>	From the lowest to the highest note
Define Tempo	Speed
<i>Presto</i>	Very fast
<i>Allegro</i>	Fast
<i>Allegretto</i>	Quite fast
<i>Andante</i>	Walking pace
<i>Moderato</i>	Moderate
<i>Lento</i>	Slow
<i>Largo</i>	Slow
<i>Adagio</i>	Leisurely
Define Dynamics	How the volume changes
<i>Forte (f)</i>	Loud
<i>Fortissimo (ff)</i>	Very loud
<i>Piano (p)</i>	Soft
<i>Pianissimo (pp)</i>	Very soft
<i>Mezzo Forte (mf)</i>	Fairly loud
<i>Mezzo Piano (mp)</i>	Fairly soft
<i>Crescendo</i>	Gradually getting louder
<i>Diminuendo</i>	Gradually getting softer
<i>What is an Ostinato</i>	Repeated pattern (classical)
Describe a Sequence	Repeated melody at a higher or lower pitch
Describe Articulation	How the music is played
What is Legato	Smooth
What is Staccato	Detached
What is Pizzicato	Plucked
Define Arco	Bowed
Define Ritardando	Getting slower

Define Accelerando	Getting faster
Define Riff	Repeated, catchy motif (pop)
Define Backbeat	Accent on beats 2 and 4
Define Accent	Strong emphasis
Define Sforzando	Forced
Define Tonic	Home Key
Define Dominant	A 5 th away (eg G in the key of C)
Define Sub-Dominant	A 4 th away (eg F in the key of C)
Define Relative Minor	A 3 rd lower (Eg A minor in the key of C)
Define Drone	Long continuous note
What is a Concerto	Soloist and Orchestra
What is a Concerto Grosso	Small group of soloists and orchestra
Define Concertino	The group of soloists
Define Ripieno	Ensemble in the Concerto Grosso
Define Continuo	Continuous bass line
Define Cadenza	Solo passage in a concerto (unaccompanied)
Define Virtuosity	Very complex, soloist normally
What are Ornaments?	Embellishments to the tune
Trill	Very fast wiggle between 2 notes
Turn	Turning around the note: Note Up Down Down Up
Mordent	Up down up
Acciaccatura	Crushed note
Appoggiatura	Long grace note (half value of the main note)
What is a Cadenza	Solo, unaccompanied passage in concerto
Define Syncopation	Off-beat
Define Accent	Strong note
Define Sforzando	Forced
Define Imitation	Copying
Define Rubato	Free Time
Define Fermata	Pause
What is a Glissando	All the notes played rapidly (piano/trombone/strings)
Define Major	Happy
Define Minor	Sad
Define Atonal	No key
Define Pentatonic	5 note key
Define Chromatic	Colourful – added sharps and flats
What is Texture?	How the music is layered
Monophonic	1 sound only
Homophonic	Melody and Accompaniment texture (chordal)
Polyphonic	Many melodies at the same time
Heterophonic	A melody with counter melody
Antiphonal	Texture where 2 groups alternate (church)



Define timbre	The type of sound eg rich, mellow, round, metallic
What are the 4 Orchestral families	Strings, Woodwind, Brass, Percussion
What is Multi Tracking	Recording tracks separately over each other
Describe Looping	Repeating small sections over and over
What is Reverb	Creating a feeling of space
What is Echo/Delay	When the sound is echoed
Describe Distortion	Heavy/Distorted Sound (guitars)
Define Autotune	An effect used to get the voice in tune
Define Mixing	Mixing the sound e.g. adjusting the balance
Define Editing	Changing the music e.g. correcting notes, adding parts
Define Sampling	Taking a snippet of music and adding it to the music
What is a synthesizer?	Electronic keyboard that can play a wide range of sounds
What is a microphone	Equipment that amplifies the voice
What is an amplifier?	Equipment that amplifies instruments e.g. guitar

PSYCHOLOGY

1	Memory What is the multi-store model of memory?	How much information can be stored and how long it can be stored for.
2	Memory What is a criticism of the multi-store model of memory?	The model is too simplistic as it suggests that we only have one store for short term and long term memory but we have multiple.
3	Memory Why is rehearsal important for retrieval?	By continuing to rehearse and repeat, information will go into your long-term memory. You will then be able to recall this information and retrieve it from your long-term memory in the days, weeks and months following.
4	Development Identify the four key parts of the brain.	Brain stem Cerebellum Thalamus Cortex
5	Development Name the four stages of cognitive development.	-Sensorimotor stage (ages 0-2 years) -Pre-operational stage (2-7 years) -Concrete operational stage (7-11 years) -Formal operational stage (11+ years)
6	Development Identify the two mindset's from Carol Dweck's Theory of learning (2007)	Growth Mindset Fixed Mindset
7	Perception What is perception?	How the brain interprets the sensory information that it receives. E.g. people seeing different things from an ambiguous figure.
8	Perception What factors affect perception?	Culture (Hudson), Emotion (McGinnies), Motivation (Gilchrist and Nesberg), and Expectation (Bruner and Minturn).
9	Perception What did Gilchrist and Nesberg find?	That food deprived participants perceived the food pictures as brighter than they actually were.
10	Research Methods	A precise, testable statement of what the researchers predict will be

	What is a hypothesis?	the outcome of the study.
11	Research Methods What is a strength of the repeated measures experimental design?	The advantage of this is that individual differences between participants are removed as a potential extraneous variable, as you compare both measures against the same participant.
12	Research Methods What is a weakness of the independent groups experimental design?	Different participants need to be recruited for each condition, which can be difficult and expensive. There is a risk of participant variables (individual differences between participants) affecting the results between conditions, rather than solely manipulation of the independent variable.
13	Social Influence What is meant by the term 'obedience'?	Obedience is when a person changes their behaviour in response to a direct order from an authority figure or someone from a higher status?
14	Social Influence What is meant by 'conformity'?	It is a form of social influence. It occurs when a person's behaviour or thinking changes as a result of group pressure. This pressure can be real or imagined.
15	Social Influence Define the term 'social loafing'	Individuals make a reduced individual effort when they are part of a group of than when they are on their own.
16	Language, thought and communication Define the term 'schema'.	A mental framework of beliefs and expectations that influence cognitive processing. We are born with some schemas but they develop in complexity with experience of the world.
17	Language, thought and communication How does language depend on thought?	Children develop language by matching the correct words to their existing knowledge of the world. Their first concept comes from a schema and then they learn how to express their understanding of it. So, understanding comes first, then language develops after.
18	Language, thought and communication What is Darwin's Evolutionary theory?	A species adapts to its environment over millions of years. Behaviours that increase the chance of survival are naturally selected and passed on to the next generation.
19	Brain and Neuropsychology 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.
20	Brain and Neuropsychology Identify the three types of neurons	<ul style="list-style-type: none"> • Sensory neurons • Relay neurons • Motor neurons
21	Brain and Neuropsychology Identify three brain scanning techniques.	<ul style="list-style-type: none"> • CT scans • PET scan • FMRI scan
22	Psychological Problems Describe the difference between: <ul style="list-style-type: none"> • Sadness • Unipolar depression • Bipolar depression 	<p>Sadness is a normal human emotion and is a normal reaction to negative life experiences</p> <p>Unipolar depression is a low mood that lasts for weeks or months and affects your daily life.</p> <p>People with bipolar disorder have episodes of depression, feeling very low and lethargic, and mania, feeling very high and overactive.</p>
23	Psychological Problems 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.
24	Psychological Problems What is the difference between	The reductionist perspective is the belief that something (e.g. human behaviour) is only fully able to be understood by simplifying

	reductionist and holistic perspectives?	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.
25	Can I write in the margins in my exam paper?	No – anything that you write in margins and blank spaces will not be marked.

RELIGIOUS STUDIES

1	Outline three reasons for war.	Self defence Greed Retaliation
2	Outline the meanings of; - Self defence - Greed - Retaliation	Greed – Selfish desire for something more. This could be more money, or more power. Self-defence – When you're acting to prevent harm to yourself or others. Retaliation – Deliberately harming somebody as a response to them harming you.
3	What is meant by 'Nationalism'?	Being proud or loving your country/feeling like you belong to your country.
4	What's the difference between ethnicity and nationality?	Ethnicity is your cultural background whereas your nationality is the country you belong to.
5	What's meant by a 'weapon of mass destruction'.	Any weapon that causes devastation on a large (or mass) scale.
6	Name three types of weapons of mass destruction.	Nuclear weapons. Chemical weapons. Biological weapons.
7	What harm does a nuclear weapon cause?	Nuclear weapons leave behind radioactive waste which causes burns and long term illnesses such as cancer and cataracts.
8	Give an example of a chemical weapon.	Gas is a form of chemical weapon. This was used during WW2 to murder millions of innocent people/
9	Give an example of a biological weapon.	A biological weapon could be a man-made virus which is introduced into society to target certain people.
10	What happened in Hiroshima?	At the end of WW2, America dropped an newly developed nuclear bomb on Hiroshima causing devastation.
11	What were the reasons behind what happened in Hiroshima?	The Japanese were continuing to fight at the end of the war and America decided to use a big show of force (through a Nuclear bomb) to end the war. America would argue that this needed to be done to end the

		war and stop more people losing their lives.
12	What is a refugee?	A refugee is a person who has been forced to leave their country to escape war, persecution or a natural disaster.
13	What is a prisoner of war and how should they be treated?	A person who has been captured and imprisoned by the enemy in war. The Geneva Convention states that they should be treated humanely at all times.
14	Name three of the criteria for a Just War.	a) The war must be declared by the government of a country. b) It must have a just cause. c) It must have a just intention. d) It should be the last resort. e) It must have a good chance of being successful and bringing about peace. f) It must be in proportion. (It should not kill too many people, especially if they are not involved in the fighting.)
15	What is a holy war?	A war that is fought to defend a religion or for a religious cause.
16	Give three reasons (suggested by Francis Bacon) about when a holy war is necessary.	<ul style="list-style-type: none"> • To spread the faith. • To retrieve countries that once belong to that religion but no longer do • To rescue members of the religion from 'the servitude of the infidels' (other religions/non-believers) • To recover and purify consecrated places that are presently being 'polluted and profaned' • To avenge blasphemous acts, or cruelties and killings of members of the religion (even if these took place long ago)
17	What's meant by the 'lawful authority'	The person/group who govern the country; this could be a king, queen or prime minister.
18	Define 'radicalisation'.	Radicalisation is when a person's views are slowly changed over time until the person becomes an extremist.
19	Define 'extremist'.	An extremist is a person with views that are set in stone and are very difficult to change. Often these views are very black and white.
20	Define 'terrorist'.	A terrorist is a person who acts on their extreme views and aims to cause terror and fear through violent acts.

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



1	How long do you have to prepare for you speaking exam in the preparation room?	12 minutes
2	Are you allowed to use the notes you have made in the speaking prep room in your exam?	Yes
3	How long is the General Conversation?	4 mins Foundation, 6 mins higher.
4	How many themes are you tested on in the General Conversation?	2 out of 3
5	How many bullet points must you cover in the 40 & 90 word writing?	ALL 4
6	In the 90 word writing, the 3 and 4 the bullets are always in which tenses?	Past Future
7	What should you do if you don't know an answer in the Listening or Reading exam?	GUESS!
8	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
9	What websites can you use to help with revision?	www.kerboodle.com (online text book) www.linguascope.com www.duolingo.co.uk
10	What should you try and ask your teacher in your General conversation?	And you? (in the target language)

