SMITHDON HIGH SCHOOL
HUNSTANTON

Work hard, be kind and smile

West Norfolk Academies Trust

50 Questions

GCSE

Optional

Subjects

2026 to 2028

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French

No.	Question	Answer
1	10 foods/drinks	**du fromage** (cheese)/ **du pain** (bread) / **de la pizza** (pizza)/ /**des pommes** (apples) / **de la viande** (meat) / **des légumes** (vegetables)/ **de la glace au chocolat** (chocolate ice cream)/ **des fruits** (fruits)/ **l'eau** (water)/ **du lait** (milk)
2	10 school subjects	**les maths** (maths) / **le français** (French) / **l' anglais** (English) / **l'informatique** (ICT) / **le dessin** (art) / **le sport** (PE) / **le théâtre** (drama) / **les sciences** (sciences) / **la géographie** (geography) / **l'histoire** (history)
3	10 types of weather	**Il fait beau**/ **chaud**/ **froid** (the weather is fine/ hot/cold) **Il y a de l'orage/ de la pluie/ du soleil/ du vent** (there is a storm/ it's raining/ it's sunny/ it's windy) **Il neige** (it's snowing)/ **Il pleut** (it's raining)/ **Il grêle** (it's hailing)
4	10 sports	**le foot** (football)/ **le cyclisme** (biking) / **le basket** (basketball) / **la natation** (swimming) / **l'équitation** (horse riding) / **la pétanque** (boules) / **le hockey** (hockey) / **le patin à glace** (ice skating)/ **la danse** (dance)/ l**e volley** (volleyball)
5	10 professions	**Professeur(e)** (teacher) ; **Avocat(e)** (lawyer) ; **Plombier/Plombière**(plumber) ; **Policier/Policière** (police officer) ; **Serveur/Serveuse** (waiter/waitress) ; **Ingénieur(e)** (engineer); **Facteur/Factrice** (postman) ; **Fermier/Fermière** (farmer) ; **Scientifique** (scientist) **; Infirmier/Infirmière** (nurse)
6	10 family words	**le père** (father) ; **la mère** (mother) ; **le frère** (brother) ; **la soeur** (sister) ; **le cousin/la cousine** (cousin) ; **le beau-père** (step-father) ; **la tante** (aunt) ; **la belle-soeur** (step-sister) ; **le grand-père** (grandfather) ; **la grand-mère** (grandmother)
7	10 words to describe physical appearance	**Petit(e)** (small) ; **Grand(e)** (tall) ; **Mince** (thin) ; **Blond(e)** (blond hair); **Brun(ne)** (brown hair); **Taches de rousseur** (freckles); **Yeux verts/ bleus/ marrons** (green/ blue/ brown eyes) ; **Lunettes** (glasses) ; **Cheveux courts/ longs** (short/long hair); **De taille moyenne** (middle-sized)
8	10 adjectives to describe personality	**Amusant(e)** (funny) ; **Agaçant(e)** (annoying) ; **Sage** (well-behaved) ; **Triste** (sad) ; **Intelligent(e)** (intelligent) ; **Content(e)** (happy) ; **Arrogant(e)** (arrogant) ; **Timide** (shy/timid) ; **Bavard(e)** (chatty/talkative) ; **Gentil(le)** (nice)
9	10 items of clothing	**la chemise** (shirt) / **la jupe** (skirt) / l**e pantalon** (trousers) / **la veste** (jacket) / **les chaussures** (shoes) / **le tee-shirt** (t-shirt) / **la robe** (dress) / **les chaussettes** (socks) / **le manteau** (coat) / **la cravate** (tie)
10	10 countries	**Angleterre** (England) / **Écosse** (Scotland) / **Pays de Galles** (Wales)/ **France** (France) / **États-Unis** (United-States) / **Espagne** (Spain) / **Ireland** (Ireland) / **Brésil** (Brazil) / **Chine** (China / **Australie** (Australia)
11	10 places in the town	**La mairie** (town hall) / **la piscine** (swimming pool) / **le parking** (parking)/ **la zone piétonne** (pedestrian zone) / **le supermarché** (supermarket) / **le magasin** (shop) / **le cinéma** (cinema) / **l'école** (school) / **le parc** (park) / **le café** (coffeeshop)
12	5 useful verbs for family topic	**Se disputer** (to quarrel) / **S'entendre avec** (to get along) / **S'amuser** (to have fun) / **Aimer** (to love) / **Se marier** (to get married) /

13	5 useful verbs for sports topic	**Jouer** (to play) / **Faire** (to do) / **Participer** (to participate)/ **Assister à** (to attend)/ **Faire partie** (to be part of)
14	5 useful verbs for town	**Aller** (to go) / **Visiter** (to visit)/ **Voir** (to see) / **Regarder** (to watch) / **Sortir** (to go out)
15	5 adverbs (lentement / vite /)	**(Mal)Heureusement** ((Un)fortunately**)** / **Rapidement** (rapidly) / **Lentement** (slowly) / **Quelquefois** (sometimes) / **Toujours** (always)
16	5 quelles phrases (quelle surprise …)	**Tant pis** (too bad) / **Si j'étais riche** (if I were rich) / **Quelle horreur** (how awful) / **Quelle chance** (what a chance) / **Le mieux c'est que** (the best thing is that)
17	At least 5 connectives	**Mais** (but) ; **Cependant** (however) ; **Donc** (so); **Et** (and) ; **Aussi** (also) ; **Parce que/Car** (because) ; **En plus** (moreover)
18	5 opinion phrases	**pour** (for) / **À mon avis** (in my opinion) / / **Selon** (according to)/ **Je crois que** (I believe that) / **D'après lui** (according to him)
19	3 opinion phrases in present /past/ future	**C'est** (it is) / **C'était** (it was) / **Ce sera** (it would be)
20	Justifications for opinion phrases (parce que / car…)	**À cause de** (because of) ; **D'après** (according to) ; **Par contre** (on the other hand) ; **Parce que**/ **Car** (because)
21	5 intensifiers (très / assez)	**Un peu** (a little) / **Beaucoup** (a lot) / **Plusieurs** (several) / **Très** (very)/ **Trop** (too)
22	3 phrases to introduce your point of view (à mon avis …)	**À mon avis** (in my opinion) / **Selon moi** (for me) / /**Je pense que** (I think that)
23	5 present tense time phrases	**Aujourd'hui** (today) / **D'habitude** (usually) / **Normalement** (normally) / **Ce week-end** (this weekend)/ **Actuellement** (currently)
24	5 past tense time phrases	**Hier** (yesterday) / **l'année dernière** (last year) / **le weekend dernier** (last weekend) / **la semaine dernière** (last week) / **Il y a deux jours** (two days ago)
25	5 future tense time phrases	**La semaine prochaine** (next week) / **Demain** (tomorrow) / **Le mois prochain** (next month) / **Dans deux jours** (in two days) / **L'année prochaine** (next year)

26	5 question words	**Où** (where)/ **Quand** (when) / **Qui** (who) / **Pourquoi** (why)/ **Comment** (how) /**Combien** (how much/many)/ **Quoi** (what)?
27	5 directions	**À gauche** (on/to the left) / **À droite** (on/to the right) / **Tout droi**t (straight ahead) / **Sud** (south) / **Nord** (north) / **Est** (east) / **Ouest** (west)
28	Learn 5 pronouns (they go before verb)	**me** /**te**/ **nous**/ **lui** / **leur** (me/you/us/him/her/them) **le**/**la**/ **les** (it/them) **y** (there) **en** (of or/ from it / them.)
29	5 advanced grammar phrases (avant de / en …ant)	**Après avoir joué au foot, il a joué au basket** (after playing football, he went on to play basketball) **Après être allé(e) au cinéma, il a mangé au restaurant** (after going to the cinema, he ate at the restaurant)

		Avant de jouer, n'oublie pas de manger. (before you play, don't forget to eat) **En attendant, va travailler.** (in the meantime, get to work.) **En travaillant beaucoup, elle a réussi** (by working hard, she has succeeded)
30	3 tenses of faire (present /past /future)	**Je fais** (I do)/ **J'ai fait** (I did) / **Je vais faire** (I am going to) **On fait** (we do)/ **On a fait** (we did)/ **On va faire** (we are going to do)
31	3 tenses of aller	**Je vais** (I go) / **Je suis allé(e)** (I went) / **Je vais aller** (I am going to) **On va** (we go) / **On est allé(e)** (we went) / **On va aller** (we are going to go)
32	3 tenses of finir	**Je finis** (I finish) / **j'ai fini** (I finished) / **je vais finir** (I am going to finish) **On finit** (we finish) / **On a fini** (we finished) / **On va finir** (we are going to finish)
33	3 tenses of prendre	**Je prends** (I take) / **J'ai pris** (I took) / **Je vais prendre** (I am going to take) **On prend** (we take) / **On a pris** (we took) / **On va prendre** (we are going to take)
34	Add conditional and second future tense to 30-33	**Je ferai** (I will do) / **Je ferais** (I would do) **J'irai** (I will go) / **J'irais** (I would go) **Je finirai** (I will finish) / **Je finirais** (I would finish) **Je prendrai** (I will take) / **Je prendrais** (I would take)
35	List 5 être verbs for past tense (arriver – je suis arrivé)	**Arriver - Je suis arrivé(e)** (to arrive - I arrived) **Venir - Je suis venu(e)** (to come - I came) **Descendre - Je suis descendu(e)** (to come down - I came down) **Tomber - Je suis tombé(e)** (to fall - I fell) **Aller - Je suis allé(e)** (to go - I went)
36	5 reflexive verbs to describe daily routine - je / il forms (je me lave / il se lave)	**Je me brosse les dents/ Il se lave les dents** (I brush my teeth/ he brushes his teeth) **Je me douche/ Il se douche** (I shower/ he showers) **Je me couche/ Il se couche** (I go to bed/ he goes to bed) **Je me réveille/ Il se réveille** (I wake up/ he wakes up) **Je m'habille/ Il s'habille** (I get dressed/ he gets dressed)
37	Write avoir in present tense	**J'ai, tu as, il/elle a, on a, nous avons, vous avez, ils ont, elles ont** (I have, you have (singular), he/she has, we have (informal), we have (formal), you have (plural), they have (masculine), they have (feminine))
38	Write etre in present tense	**Je suis, tu es, il/elle est, on est, nous sommes, vous êtes, ils sont, elles sont** (I am, you are (singular), he/she is, we are (informal), we are (formal), you are (plural), they are (masculine), they are (feminine))
39	Learn 3 subjunctive phrases (bien que je sois …)	**Afin que je puisse venir** (so that I can come) **Pourvu qu'il puisse venir** (I hope he can come) **Il faut que tu viennes** (you have to come) **Bien que je sois** (Although I am)
40	5 verbs in the imperfect tense using je. (je jouais …)	**Je faisais** (I was doing)/ **J'étais** (I was)/ **Je mangeais** (I was eating)/ **Je jouais** (I was playing)/ **Je regardais** (I was watching)
41	5 verbs in the simple future tense (je vais jouer)	**Je vais jouer** (I'm going to play)/ **Il va jouer** (he is going to play) **Je vais manger** (I'm going to eat)/ **On va manger** (we are going to eat) **Je vais écouter** (I am going to listen)/ **Tu vas écouter** (you are going to listen

		(singular)) **Je vais regarder** (I am going to watch)/ **Elle va regarder** (she is going to watch) **Je vais aller** (I am going to go)/ **Tu vas aller** (you are going to go)
42	5 verbs in the future tense (je jouerai)	**J'écouterai** (I will listen)/ **Il verra** (he will see)/ **Elle dira** (she will say)/ **On sortira** (we will go out (informal)) / **Nous prendrons** (we will take (formal))
43	5 verbs in the conditional 'I' form (je jouerais)	**J'écouterais** (I would listen)/ **Tu mangerais** (you would eat)/ **Il verrait** (He would see) / **Elle dirait** (she would say)/ **Nous prendrions** (we would take)
44	5 verbs with an irregular future stem (je ferai …)	**Je ferai** (I will do)/ **Tu seras** (you will be (singular))/ **Il aura** (he will have)/ **Je viendrai** (I will come)/ **J'irai** (I will go)
45	Describe a picture - P A L M S	**P) Sur la photo, il y a … personnes.** (on the picture there is/are … people) **A) Ils jouent/ voyagent/ travaillent,...** (they are playing, travelling, working,...) **L) Ils sont au parc/ dans un restaurant/ à la piscine/…)** (They are in the park/ in a restaurant/ at the swimming pool/…) **M) Ils semblent contents/ tristes/ ennuyés/ fatigués/…** (They look happy/ sad/ bored/ tired/…) **S) Il y a du soleil/ Il pleut/ Il fait beau/…** (It's sunny/ it's raining/ the weather is nice/…)
46	Translate: I would like to book a double room	**Je voudrais réserver une chambre avec un double lit**
47	Translate: I would like to buy 2 tickets	**Je voudrais acheter deux billets**
48	Translate: Where is the museum?	**Où est le musée ?**
49	Translate: What time does it start?	**Ça commence à quelle heure ?**
50	Translate: What do you recommend? / What do you think of it?	**Qu'est-ce que vous recommandez ? /** **Que pensez- vous de cela ?**

History

No.	Question	Answer
Crime and Punishment through time 1000-Present day		
1.	What are crimes against a person?	These are crimes that hurt or could hurt a person for example murder, assault and public disorder.
2.	What are crimes against property?	These are crimes that could damage or take away a person's belongings. For example, theft and arson.
3.	What are crimes against authority?	These are crimes against people above you in the social hierarchy or against god. For example, treason, heresy or betraying your lord.
4.	What are tithings?	Groups of ten men who were responsible for each other's behaviour. If one member of the group broke the law then the others had to bring him to justice.
5.	What was Hue and Cry?	Raising the alarm (by means of loud shouts or cries) when a crime has been committed. Everyone within hearing distance was expected to join the hunt for the suspect.
6.	What was a Parish Constable?	Men from the village or town who were appointed to uphold the law. It was part time and unpaid. They led the hue and cry.
7.	What was Trial by Ordeal?	A trial held in or near a church where God judges the accused with a sign of guilt or innocence. Examples are trial by hot iron, trial by hot water, trial by cold water and trial by blessed bread.
8.	What was Trial by Combat?	This was introduced by the Normans to trial by ordeal. It was a fight to the death which god would decide the winner. This showed the importance of being a warrior in Norman society.
9.	When did trial by ordeal end?	1215 Pope Innocent III ended it as he thought it made the church look bad when judgements were unreliable. The 1215 magna carta said all people should be tried by their peers.
10.	What is capital punishment?	The death penalty
11.	What is corporal punishment?	A range of punishments that caused harm or pain to the body- including being beaten or having body parts removed.
12.	What is retribution?	A severe punishment that is meant to match the severity of the crime.
13.	What is a deterrent?	A punishment that is frightening or painful, and designed to put other people off committing the same crime.
14.	What were the pillory and stocks?	Pillory – A wooden frame with hole in it that held the head and the hands of a convicted offender. Stocks held the feet of a criminal. Both were intended to publically humiliate the criminal.
15.	What was mutilation?	This is a physical punishment where your body is affected permanently by the punishment. This could have been fingers being chopped off or eyes removed for breaking the Forest Laws, being branded or ears being mutilated for being a vagabond.
16.	What was wergild?	A fine paid directly to a victim or their family. Fines payable depended on the social status.
17.	What was the murdrum fine?	A fine created by the Normans, where a Saxon village would pay a fine if a Norman was killed and no individual was convicted and executed.
18.	What is/was poaching?	The illegal hunting of animals. Normally done by poor people on the land of the rich. Often was seen as a social crime.
19.	What were the Forest Laws?	The banning of hunting, collecting firewood or grazing animals or carrying the equipment to do so in the Royal Forest.
20.	What are social crimes?	These are actions which are against the law but most people in society don't disapprove of. Examples of these in the past have been breaking the Forest Laws, poaching and smuggling.
21.	What was a sheriff?	The chief law officer in each county. They would create a posse if the hue and cry failed to catch a suspect.

22.	What was a Justice of the Peace?	These were local magistrates appointed by the king or his representatives to keep the peace. They heard minor legal cases, they were often local landowners and were harsh on poachers. Their appointment was the start of crime and punishment being controlled by central government.
23.	What was sanctuary?	A safe place within a church or a cathedral with a sanctuary knocker. Once a person claimed sanctuary they could not be removed for 40 days and nights. At the end they had to decide to fact trial of be exiled.
24.	What was benefit of the clergy?	The right to be judged in a church court.
25.	What was a church court?	A court to deal with moral crimes such as adultery. The clergy could be tried in a church court for any crime. Punishments should make people reflect on their crimes and therefore they didn't use the death penalty.
26.	What was Psalm 51?	The section of the bible that the clergy had to read to prove they should be tried in a church court. People started to memorise it. It was known as the neck verse as it could save your neck.
27.	What was the Bloody Code?	Harsh laws that were introduced in the late 17th and early 18th centuries that made even minor crimes punishable by death
28.	What was vagabondage?	The crime of being a wandering beggar. Also known as vagrancy.
29.	What was witchcraft?	The crime of using magic to harm a person or their property.
30.	What were town watchmen?	Town watchmen were people employed in larger towns to patrol the streets during the day or the night. They were badly paid and poor at their job.
31.	What was transportation?	Sending of convicted criminals overseas, often to the United States and then to Australia.
32.	Who were the Gunpowder Plotters?	A group of Catholics led by Robert Catesby who tried to kill James I. They were severely punished as a deterrent to others.
33.	Who was Matthew Hopkins?	The Witchfinder General who used interrogation to get witches to confess to their crimes operated between 1645-47.
34.	What was highway robbery?	The robbing of people while they were travelling on the highway (roads).
35.	What was/is smuggling?	Bringing goods into the country illegally. This could be to avoid paying duty (tax) or because the goods are illegal to import into the UK such as drugs, guns or people without documentation.
36.	Who were the Tolpuddle Martyrs	A group of people who formed a group to campaign for better wages for farm labourers. They were convicted for swearing a secret oath and transported to Australia. They were later pardoned after a public outcry.
37.	Who were the Bow Street Runners?	A group that was set up by the Fielding Brothers to improve policing in London. They created a newspaper with information about criminals called the Hue and Cry. Horse patrols were successful at stopping highway robbery.
38.	What is the Metropolitan Police?	Police force that was set up by Robert Peel in London in 1829. Paid for out of taxation. Officers were uniformed and CID was set up in 1842.
39	Who were Elizabeth Fry and John Howard?	Two prison reformers who wanted better and safer conditions in prisons.
40	Who was Robert Peel?	Home Secretary. Set up the Met police in 1829 and campaigned for improvements in prisons.
41	What was the silent system?	Prisoners were expected to be silent at all times. Hard wooden bunks, food was the same every day, prisoners took part in hard labour. It was designed to deter criminals.
42	What was Pentonville Prison?	The first prison to be built for the separate system. It was a model for others, prisoners are kept on wings. Designed not only to deter criminals but also reform them
43	What was the separate system?	A prison system where prisoners spent most of the time on their own. They would spend time with religious instruction thinking about the crimes they committed.
44	What were new crimes of the 20th Century?	Computer and car-based crimes didn't exist before the 20th Century due to the technology having not been invented. Smuggling changed as drugs became illegal and hate crimes were introduced as attitudes in society changed.
45	What is neighbourhood watch?	An organisation of local people set up to prevent crime and keep an eye on each other's property.

46	What is police specialisation?	Specialist police divisions where officers can become an expert in certain areas of policing such as traffic officers, armed police, bomb detection and criminal investigation.
47	What is DNA matching and ANPR	DNA matching is using DNA to help trace victims and criminals. ANPR is Automatic Number Place Recognition this is tracking motor vehicles and linking them to the national computer.
48	What are open prisons	These are prisons where rules are more relaxed and inmates can leave the grounds to work. It is designed to prepare them for life when they are released.
49	Who was Derek Bentley	He was convicted of murder and hanged. Many people saw it as a miscarriage of justice and put pressure on the government to end the death penalty.
50	What were contentious objectors?	These were people that refused to go to war during a time of conscription. They often refused on moral and religious grounds.
Anglo Saxon and Norman Britain		
1.	Who was Edward the Confessor?	Died in 1066 without a successor. Was a religious man and left running the country to others.
2.	What are the roles of the king?	Defend the county from attack, pass good laws and fair taxes, defend the church, be the chief judge and control the minting of money.
3.	What was The Witan?	A group of advisers to the king made up of leading nobles and bishops. They had a role in appointing the next king if there was no clear heir.
4.	What were earls?	The most powerful lords, they controlled large amounts of land and collected taxes on behalf of the king.
5.	What was the house of Godwin?	The Godwin family were the most powerful earls in England. Earl Godwin and then Harold Godwinson were earl of Wessex, Tostig was earl of Northumbria and Edith Godwindottir was married to King Edward the Confessor.
6.	Who was Harold Godwinson?	Huge wealth and military success. Most powerful person in the country under Edward the Confessor. He won the Battle of Stamford Bridge and lost the Battle of Hastings.
7.	Who was Tostig Godwinson?	Brother of Harold Godwinson. Was earl of Northumbria but his people rebelled against him due to his harsh rule. Joined with Harold Hardarda to try and overthrow Harold Godwinson at the Battle of Stamford Bridge.
8.	What was Harold's Embassy to Normandy?	Harold went to Normandy, was shipwrecked and saved by troops loyal to William of Normandy. He is said to have sworn an oath to support William in his claim to the English throne.
9.	What was the uprising against Tostig?	Tostig was an unpopular Earl of Northumbria. The people rebelled against him, Harold Godwinson was told to put down the rebellion and didn't. Morcar became the Earl of Northumbria and Tostig was exiled never to forgive Harold.
10.	Why was the death of Edward the Confessor important?	Edward had no children and no heir. He had promised the throne to both William of Normandy and Harold Godwinson.
11.	Why was Harold Godwinson crowned so quickly?	Harold Godwinson was crowned the day after Edward the Confessor's funeral. This was to try and secure the kingdom and please the Witan as an invasion was expected.
12	Who was Edgar Aethling?	Closest blood relation to Edward the Confessor but a young boy. Didn't have the support to be given the throne in 1066.
13.	Who was Harald Hardrada?	Harold Hardrada: Viking King who invaded in 1066 to try and take the throne. Supported by Tostig Godwinson. Won the Battle of Gate Fulford but lost at Stamford Bridge.
14.	Who was William of Normandy?	Duke of Normandy, had been promised the throne by Edward the Confessor in 1051. Was the winner of the Battle of Hastings.
15.	What were the Battles of Gate Fulford and Stamford Bridge?	Battle of Gate Fulford and Stamford Bridge. Battles in the North of England, at Fulford (20th September 1066) Hardrada and Tostig defeated Edwin and Morcar. Stamford Bridge (25th September 1066) Harold Godwinson defeated Hardrada and Tostig using the shield wall tactic after quickly marching up from the south.
16.	What was the Battle of Hastings?	14th October 1066- Battle between William of Normandy and Harold Godwinson. Won by William of Normandy due to feigned retreat tactics, William's great leadership and the fact Harold's men had just fought at Stanford Bridge and had to march south.

17.	What was the submission of the Earls?	After the Battle of Hastings and harrying in the south the Saxon earls including Edwin, Morcar and Edgar the Atheling submitted to William at Berkhamsted. William promised to rule like the finest Saxon Kings
18.	What were the Marcher earldoms?	These were small earldoms on the boarder with Wales. Loyal Normans were put in control and given extra powers to build castles and raise taxes in the areas.
19.	Why were castles built?	Motte and Bailey castles were built in important places such as coastal locations and river crossings. They intimidated the locals and upset them because Saxons homes were destroyed and they were forced to build them.
20.	Who were Edwin and Morcar?	Anglo-Saxon earls. Supported Harold Godwinson and fought Hardrada at Gate Fulford. Revolted against William in 1068.
21.	What was the revolt of Edwin and Morcar?	They were upset as Edwin had been promised to be allowed to marry William's daughter (which didn't happen also they had much of their land taken away. They were quickly defeated and submitted to William.
22.	What was the revolt in the North?	Rebellion in the North after Robert Cumin was attacked. York was sieged and Edgar came down from Scotland. William attacked and rebels fled and then used guerrilla tactics. William built a new castle in York and celebrated Christmas in York.
23.	What was the Harrying of the North?	William's attack on the North of England as he was unhappy about rebellions.
24.	What were the effects of the Harrying of the North.	Houses were burnt and salt was ploughed into the ground to stop crops growing.
25.	Who was Hereward the Wake?	Hereward the Wake was a thegn who had lost land while he was away fighting on Europe.
26.	What was the rebellion at Ely?	Hareward came back and rebelled against the Normans. Fled to Ely and fought the Normans, eventually he lost and fled.
27.	How did landownership change from Anglo Saxon and Normans?	Almost all land was taken off the Saxons and given to the Normans. Of the 1000 tenants in chief in 1085 only 13 were Saxon.
28.	What were regents?	They are people that rule on behalf of the king when he is away. Odo, Lanfranc and William FitzOsbern all acted as regents while William was in Normandy.
29.	What caused the Revolt of the Earls?	The leaders had land and power taken away from them compared to their fathers. Waltheof was a Saxon and much less wealthy than Norman Tenants in Chief.
30.	What happened during the Revolt of the Earls?	Waltheof wrote a letter and told Lanfranc what was going to happen. Saxons and armies that Lanfranc sent stopped Roger getting out of Hereford and Ralph out of East Anglia.
31.	What happened as a consequence of the Revolt of the Earls?	The Danish didn't turn up as expected. Ralph fled overseas, Roger was imprisoned for life and died after 1087. Waltheof was executed.
32.	Who owned all the land in England under the Normans?	The monarch (William and then William Rufus)
33.	What was the feudal system?	A system where the king grants land to those below him in the hierarchy and they provide service for the king, normally as knights.
34.	What was homage?	Homage is the promise to be loyal to the king.
35.	What was knight service?	This is the promise by a knight to serve a lord or the king for 40 days each year.
36.	What is labour service?	Labour service was the peasants working on the land of their lord for two or three days a week. They could work on the land they received for the rest of their time.
37.	What is forfeiture?	Forfeiture is the process of a Tenant in Chief or a knight having their land taken away because they have not preformed the duties that were expected of them.
38.	Who was Stigand?	Stigand was the Archbishop of Canterbury under the Saxons. He crowned Harold Godwinson in January 1066.
39.	Who was Lanfranc?	Lanfranc was the Archbishop of Canterbury under William, he was loyal acted as a regent and reformed the church.

40.	What was Normanisation of the church?	This was the changes that made the English church the same as the church in Normandy. It involved leading bishops being replaced with Normans, organisations put in place so that Lanfranc's and Williams rules were enforced.
41.	What was the rebuilding progress?	Cathedrals and many churches were rebuilt mostly in stone. These were intimidating buildings that showed the power of both the Normans and the church.
42.	What were church courts?	A court to deal with moral crimes such as adultery. The clergy could be tried in a church court for any crime. Punishments should make people reflect on their crimes and therefore they didn't use the death penalty.
43.	How did the economy change under the Normans?	Some towns grew especially around new castles, trade was easier because England was safe to travel. Southern ports grew because of trade with Normandy, eastern ports had less trade with Scandinavia.
44.	What was the role of Sheriffs?	Sheriffs made people follow the king's laws, collected taxes and fines on behalf of the king, ran the kings court and punished criminals. They also had a role to raise troops for the royal army from the king's land.
45.	What was the forest?	This was an area of land that was normally used for hunting. New laws were brought in called Forest Laws, fines were really high and it went straight to the king. Any rebels that hid in these areas could be hunted down by the king's foresters.
46	What was the Domesday Book?	The Doomsday Book was created from a survey of all the people and land in England, it showed the wealth, how many people could be called into the army and it also stopped land disputes.
47.	What languages were used by the Normans?	Norman French was used most of the time; some people spoke Old English and Latin was used in official documents.
48.	Who was Bishop Odo?	Bishop Odo was William's half-brother. He was the bishop of Bayeux and at times acted as a regent. He was a leading Tenant in Chief and controlled huge amounts of land. He fell out of favour with William when he went to Rome to try and be made pope after William had refused to let him. He was also involved in the rebellion against William Rufus.
49.	Who was Robert of Normandy?	Robert was William's oldest son, he rebelled against William in Normandy 1077-80. William thought he was arrogant, spoiled and foolish. He was made Duke of Normandy when William died.
50.	What was the rebellion of 1088?	This was a rebellion against William Rufus organised by Odo. Odo was quickly defeated which was made easier by the fact Robert didn't invade from Normandy.

The Cold War		
1.	What is communism?	An economic and political system under which the government controls the economy and politicians and not businesses decide how goods are made and distributed.
2.	What is a superpower?	A country that is significantly more powerful than others, either politically, economically or militarily. It is able to dominate the world.
3.	What was the Teheran Conference of 1943?	Britain and the USA agree to open a second front in western Europe. The USSR promised to fight Japan once Germany were defeated. They all agree a United Nations would be set up after the war.
4.	What was the Yalta Conference of February 1945?	The Soviet Union promise free elections in Europe. It is decided to divide Germany and Berlin into four sections controlled by USA, UK France and the USSR.
5.	What was the Potsdam Conference of July-August 1945?	New leaders as Roosevelt has died and the Churchill is defeated in an election while conference is ongoing. USA have the Atom bomb and tell Stalin about it at the conference. Stalin has not given free elections. Germany is to be denazified, demilitarised and people put on trial for war crimes.
6.	What is a sphere of influence?	A region of the world in which one state (country) is dominant.
7.	What was the Long telegram?	Long telegram said that the USA should have a strong policy against the USSR and started the policy of containment.
8.	What was the Novikov telegram?	Novikov telegram said Stalin should be strong against the USA and the USA wanted to take over the world with military bases.
9.	What were the Satellite States?	These are countries that are under the control of the USSR but not a part of the USSR. They were taken over using salami tactics and provided a buffer zone between the USSR and western Europe.
10.	What is containment?	Using US influence and military resources to stop the spread of communism.
11.	What was the Truman Doctrine of 1947?	US policy of containment, using US economic and military strength to stop communism expanding. USA support any country that was under threat from communism. Stalin saw it as a threat.
12.	What was the Marshall Plan of 1947?	USA would fund any country that was under threat from communism, in return for trade.
13.	What was Cominform?	Communist Information Bureau. This was created in 1947 as a way for the USSR to control the communist parties around Europe.
14.	What was Comecon?	Communist economies. This was set up in 1949 and allowed the USSR to control the economies of communist satellite states.
15.	What was the Berlin Crisis of 1947-48?	Stalin and the USSR blockade routes into West Berlin. Stalin wanted the West to withdraw from Berlin.
16.	What was the Berlin Airlift?	USA, GB and Canada flew in supplies to feed and support West Berliners during the time Berlin was blockaded.
17.	What was NATO set up in 1949?	The North Atlantic Treaty Organisation, an alliance of American allies set up in reaction to the Berlin Blockade, they were protected with the USA atomic bomb
18.	What was The Warsaw Pact set up in 1955?	Alliance of allies to the USSR mostly from Eastern Europe, set up in reaction to West Germany joining NATO.
19.	What was the Federal Republic of Germany (FRG)	West Germany set up in 1949. This was the unification of the three Western sectors of Germany.
20.	What was the German Democratic Republic (GDR)	This was East Germany made from the Soviet zone of the Germany. It became a soviet satellite state.
21.	What was the Arms Race?	Race for bigger and bigger nuclear weapons. USSR get atomic bomb in 1949 and both the USA and USSR get hydrogen bombs in 1953.
22.	What caused the Hungarian uprising?	People were upset with the harsh rule of Rakosi and his use of the secret police. The economy was doing badly due to COMECON making Hungary produce raw materials.
23.	What was the Hungarian uprising of 1956?	Upraising of Hungarians against Soviet rule led by Nagy. Looking for reforms including freedom of speech, religion and leaving the Warsaw Pact. Put down using tanks by other

		Warsaw Pact countries Nagy was eventually hanged and replaced by a hardline communist called Kadar.
24.	What was the reaction to the Soviet invasion of Hungary.	Britain and the USA did little fear of nuclear weapons was big. Also, Britain was involved in Suez crisis. Lots of public sympathy with 200,000 Hungarians leaving.
25.	What as the refugee problem?	Many East Germans were leaving East Germany via East Berlin. These were East Germany's most educated. This was known as the brain drain.
26.	What was the Berlin ultimatum	The Berlin ultimatum was Khrushchev telling the allies to leave Berlin and saying that the USA was breaking the Potsdam agreement.
27	What were the Paris and Vienna summits?	These were talks between the USA and the USSR. Paris was cancelled due to the U2 spy plane crisis. At Vienna Kennedy refused to be pushed around and decided to increase military spending.
28.	What was the Berlin Crisis and the building of the Berlin Wall in August 1961?	East Germany and the USSR build a wall around West Berlin to stop East Germans from leaving for the West. Many are killed trying to cross it.
29.	What was the impact of the Berlin Wall?	Kennedy visited Berlin to show his support and was treated like a star. Families were split up. Other than the crisis at Checkpoint Charlie it solved much of the tension in Berlin in the medium and long term.
30.	What was the Cuban Revolution	Castro took over Cuba in a revolution defeating Batista. Trade with USA stopped after nationalising industries. Cuba's relations with USSR developed and Castro became a communist.
31.	What was the Bay of Pigs incident.	US backed Cuban exiles called La Brigada 2506 attempted to take Cuba back. They were easily defeated, but relations between the USA and Cuba worsened.
32.	What was the Cuban Missile Crisis of 1962?	Photographs of nuclear missiles taken by US spy plane in Cuba. America is really worried and massive tension after an American blockade for 13 days before Khrushchev removes them.
33.	What were the consequences of the Cuban Missile Crisis?	Both sides scared themselves and each other in Cuba. Better communications were sorted with the hotline established. Attempts to control arms with the limited test ban treaty, outer space treaty and the nuclear non-proliferation treaty.
34.	What caused the Czechoslovakian uprising?	Declining economy under Novotny with raw materials being the focus rather than consumer goods. A lack of de-Stalinisation and use of the secret police.
35.	What was the Prague Spring?	Reforms by Czechoslovakian leader Dubcek, including freedom of speech, religion and the press. Also, a promise for future free elections and trade with West Germany. Warsaw Pact invaded as they feared reforms would spread in Eastern Europe.
36.	What was the reaction to the Soviet invasion of Czechoslovakia?	Brezhnev put in place the Brezhnev Doctrine, which said the Warsaw Pact could invade any country where communism is under threat. The west did very little to help, USA was involved in Vietnam. China, Albania and Romania condemned the USSR.
37.	What is meant by Détente?	An improving in relations between the USSR and USA. Agreements include Helsinki accords, SALT I and SALT II. Leaders of the USA and USSR visit each other's countries.
38.	What was SALT I?	Agreements made between the superpowers that defensive missiles would be limited and a freeze on developing ICBMs and SLBMs
39.	What were the Helsinki accords?	Agreements between the USA, USSR and 33 other nations that they would recognise Europe's borders, co-operate with science and technology and recognise human rights.
40.	What was the War in Afghanistan in 1979	USSR invades and replaces the leader of Afghanistan. USA support a guerrilla war against the USSR.
41.	What was the Carter Doctrine?	The Carter doctrine promised support to all countries boarding Afghanistan and in the Persian Gulf. Also, a rapid deployment force was set up and congress failed to ratify SALT II.
42.	What was the New Cold War of the early 1980s?	End of détente. Ronald Reagan called the USSR an "Evil Empire" Massive investment in the American military, boycotts of the Olympic games by both sides.
43.	What were the Olympic Boycotts	The USA boycotted the Moscow Olympics in 1980 as a reaction to the invasion of Afghanistan. The USSR boycotted the Los-Angeles Olympics of 1984 as a reaction to the USA's boycott of 1980.
44.	What was the Strategic Defence Initiative (SDI)?	SDI also known as Star Wars was a space-based laser system that could destroy ICBM's while they are on the edge of the earth's atmosphere. It was never fully developed but intimidated the USSR.

45.	What was Gorbachev's new thinking?	Gorbachev knew that the USSR couldn't compete with the USA economically or militarily. His two main policies to improve relations with the USA were Perestroika (restructuring) and Glasnost (openness)
46.	What was the Sinatra Doctrine?	This was Gorbachev's policy in Eastern Europe. This allowed countries to develop in their own way. It said that the USSR would not interfere with satellite states.
47.	What was the Intermediate-Range Nuclear Forces treaty (1987)?	This eliminated missiles with a range between 300 and 3400 miles. Also, both countries were allowed to inspect each other to make sure they were getting rid of the missiles.
48.	Why was the fall of the Berlin wall significant?	It showed people around the world that the USSR would not stop counties changing. It inspired the velvet revolution in Czechoslovakia and the Romanian revolution where Romanian dictator Ceausescu was killed on television.
49.	What was the collapse of the USSR?	Areas within the USSR looked for independence in the same way satellite states had. The USSR ended on Christmas day 1991.
50.	Why did the Warsaw Pact end?	Without the Soviet control of Eastern Europe. As the countries of Eastern Europe rejected communism the pact served no purpose. The USSR could no longer afford to pay soldiers to control Eastern Europe.

Germany 1919-1939		
1.	Who was the Kaiser?	The Kaiser is the German word for king. The last Kaiser abdicated on the 9th November 1918. He moved away to Holland.
2.	What is an armistice?	This is the official end to fighting. The armistice of the First World War happened on the 11th of November 1918.
3.	What was the German revolution?	This was the German government under the Kaiser losing control of the country. This involved strikes and sailors refusing to follow orders.
4.	What was the Weimar constitution?	This is the rules by which Weimar Republic was run. This included proportional representation in elections, a president being elected every 7 years who would appoint a chancellor and article 48 whereby the President could make laws without the Reichstag in an emergency.
5.	What was the Treaty of Versailles (1919)?	The treaty that ended the First World War. Seen as very harsh by many Germans including Hitler. It involved loss of land, restrictions to the army, £6.6billion in reparations and taking the blame for the war.
6.	Who were the November Criminals and what was the "stab in the back"?	The November criminals was a nickname given to the Weimar Political leaders which signed the armistice. The "stab in the back" is the idea that the Germany army was not losing the war but was betrayed by Weimar political leaders.
7.	What was the Weimar Republic	Unofficial name of the German state from 1918-1933.
8.	What was the Spartacist uprising?	An uprising by communists against the Weimar Republic. Led by Rosa Luxemburg and Karl Liebknecht. 100,000 strikers were on the streets. It was put down by the Freikorps.
9.	What was the Kapp Putsch?	An uprising in Berlin by the Freikorps, the army would not stop it. It was ended by a general strike organised by socialist groups.
10.	What was the French invasion of the Ruhr?	France invaded the Ruhr in 1923 after Germany failed to pay their reparations payment. Weimar republic responded by calling the workers to use passive resistance.
11.	What was hyperinflation?	This was massive inflation where the value of the German mark tumbled. A loaf of bread went from 1 mark in 1919 to 200,000 billion marks in 1923. This was a huge problem for people on fixed incomes and those with savings.
12.	Who was Stresemann?	Stresemann was a German political leader who helped the Germany recover in the years 1924-29. He started as chancellor but spent most of his time as foreign minister. He died in 1929.
13.	What were Stresemann's policies to improve the economy?	He created a new currency called the Rentenmark, negotiated an 800 million mark loan form the USA called the Dawes Plan. He also organised a reduction in reparations and longer to pay them off with the Young Plan.
14.	What were Stresemann's policies to improve foreign relations?	He signed the Locarno Pact (1925) to show that he agreed with Germany's boarders in the west. He joined the League of Nations (1926), and signed the Kellogg Briand Pact (1920) which said Germany would not use force to try and achieve their political goals.

15.	How did the standard of living change in the Weimar Republic?	Pay increased especially in the big cities. Homelessness was reduced, and art and culture became more relaxed and architecture became more modern. People paid unemployment insurance that would take care of them if they lost their job.
16.	How did the lives of women change in the Weimar Republic?	Women got more rights with pay and political involvement, as well as social changes with dress and entertainment.
17.	What was the DAP	This was the German Workers Party that would become the Nazi party. It was led by Anton Drexler and Hitler would become leader in July 1921.
18.	What was the 25-point programme?	This was policies of the DAP which focused the party being both nationalist and socialist as well as anti-Jewish.
19.	What were the SA and the SS?	SA - Stormtroopers, the force of thugs set up by Hitler in 1921 to intimidate his political opponents. SS - 'Protection squad'. Originally the private bodyguard for Hitler and other Nazi leaders, the SS later became the main instrument of terror in Nazi Germany.
20.	What was the Munich Putsch?	Armed Nazi uprising in Munich during November 1923 centred around a Nazi gathering in a beer hall. Hitler was supported by Ludendorff who the Nazis hoped would get the backing of the army. Hitler was arrested and spent 9 months in jail.
21.	What was Mein Kampf (my struggle)	This is Hitler's book. It explains the main ideas of the Nazi party and how they would try and take power.
22.	What was the Bamberg Conference?	After Hitler's time in prison the party split apart. At the conference Hitler re-established himself as leader and reunited the party.
23.	What was the Great Depression?	Worldwide economic crash following the Wall Street Crash that led to widespread unemployment in Germany. The major contributory factor for Hitler's rise to power.
24.	Who were the Chancellor's between 1929-1933?	Bruning was known as the hunger Chancellor as he increased tax and lowered benefits payments. Von Papen couldn't get enough support in the Reichstag, he offered Hitler the Vice Chancellor position which he refused. Von Schleicher had little political support and was soon sacked. Von Papen agreed that he would be Vice Chancellor and try and control Hitler.
25.	When was Hitler made Chancellor?	Hitler became chancellor on the 30th January 1933.
26.	How was the Reichstag fire used by the Nazis?	The Nazis blamed the fire on the communists. Hindenburg passed the Decree for the Protection of the People and the State, this allowed the police to put people in protective custody without trial and banned assembly (big group get togethers).
27.	How was the Enabling Act used?	The Enabling act allowed Hitler to pass laws without the Reichstag for four years. He banned trade unions and other political parties in May 1933.
28.	What was the Night of the Long Knives?	A purge of Nazi leaders by Adolf Hitler on June 30, 1934. Hitler ordered his elite SS guards to murder the organization's leaders, including Ernst Röhm. Also killed that night were hundreds of other perceived opponents of Hitler.
29.	How did Hitler become Fuhrer?	Hindenburg died in August 1934. Hitler joined the roles of Chancellor and President and became Fuhrer. The army swore an oath of loyalty to him.
30.	What were the Gestapo?	The secret police of Nazi Germany. The Gestapo ruthlessly eliminated opposition to the Nazis within Germany and its occupied territories. IT had the power to send people to concentration camps (big prison camps) without trial.
31.	What were the SS?	The SS were the Schutzstaffel. They started as Hitler's personal bodyguard. They were led by Heinrich Himmler and famous for their black uniforms. They killed the leaders of the SA in the Night of the Long Knives and then became the most important Nazi group.
32.	How did the Nazis control the legal system?	All judges became members of the Nazi organisations and they would be kicked out if the displeased the Nazis losing their jobs. The Peoples Court was set up where loyal Nazis were the judges and Hitler could interfere with sentences.
33.	What was the Concordant?	An agreement between Hitler and the catholic church that Hitler wouldn't get involved in catholic schools and the church if the pope didn't get involved in politics. This was broken by the Nazis.
34.	What was the Reich Church?	This was a protestant church that supported the Nazis.
35.	What was the Pastors Emergency League?	This was a group of protestants that didn't support the Nazis. It was led by Martin Niemoller who was sent to a concentration camp and the group was banned.

36.	Who was Joseph Goebbels and what did he do?	Goebbels was the Minister of Propaganda, he used newspapers, radio, rallies and the cinema to project an image of the Nazi party. He made all messages simple to understand.
37.	What is censorship?	Censorship was the control of what people could see and hear in Nazi Germany. Goebbels controlled what the media said. It also controlled, film art, music and literature.
38.	How did the Nazis use sport?	Sorts was Nazified with symbols over sports grounds, making all teams even those from overseas giving the Nazi salute. The Berlin Olympics was a huge propaganda opportunity, the Nazis spent lots of money to show how successful Germany was.
39.	Who were the Edelweiss pirates and the Swing Youth?	These were youth opposition groups to the Nazis. They were young people would wouldn't join and often fought with the Hitler Youth. They placed banned music and didn't conform with Nazi ideas.
40.	What were the Nazi Policies towards women?	Women were expected to provide a traditional role of home makers and bring up lots of children. They were expected to dress in a traditional way, and not partake in activities that would stop then being able to get pregnant.
41.	What was Lebensborn?	This was a policy to encourage childbirth. It provided nurseries and aid for people that had children with SS officers. Later it encouraged single women to breed with SS officers.
42.	What was the Hitler youth?	The Hitler youth was an organisation for boys. It pushed Nazi ideas and physical and military training. The Nazis banned other youth groups and made it compulsory in 1936.
43.	What was the League of German Maidens (BDM)?	This was the girl's version of the Hitler youth. The focus was on having and raising children, and taking care of a husband and family.
44.	How did the Nazis control children's education?	Teachers had to be members of Nazi organisations, children were taught Nazi ideas and the lessons taught and books used reflected Nazi ideas.
45.	Why was unemployment so important to the Nazis?	The Nazis had promised to reduce unemployment when they came to power. They used the Labour Service (RAD) big building projects, rearmament and taking some groups off the unemployment statistics to reduce the levels.
46.	How were standards of living effected by the Nazis?	Peoples wages could rise if they had longer days or did overtime but standard pay fell. The German Labour Front controlled conditions for workers and Strength Through Joy (KdF) gave workers benefits like cinema tickets. Beauty of Labour gave workers better facilities.
47.	What minority groups did the Nazis persecute?	Slavs (people from Eastern Europe) gypsies, homosexuals and those with disabilities were all persecuted from being put in concentration camps, to serialised, or even killed through euthanasia.
48.	What was the boycott of Jewish shops?	Their businesses were boycotted in 1933. The SA stood outside Jewish stores to advise people not to go in. This was to attack the Jewish ability to make money.
49.	What were the Nuremburg Laws?	The Nuremburg laws (1935) were passed to stop Jews marrying Germans and to take their citizenship away from them, this stopped Jews getting any benefits.
50.	What was Kristallnacht?	Jewish homes, businesses and synagogues were destroyed during Kristallnacht in 1938. Just under 100 Jews were killed and 20,000 were sent to concentration camps and they were fined a billion marks for the damage caused.

Geography

	Question	Suggested Answer / Guidance
1	What is a natural hazard?	A naturally occurring event that threatens people, property or the environment.
2	What is the difference between a natural hazard and a disaster?	A hazard is a potential threat. A disaster occurs when it causes significant damage, deaths or disruption.
3	Suggest one factor that affects the risk that hazards pose	The wealth of a country; population density; geographical location.
4	What is meant by a tectonic hazard?	A hazard caused by movements of the Earth's crust, such as earthquakes and volcanoes.
5	Outline the sequence of tropical storm formation and development	Warm ocean water heats the air, causing it to rise. Low pressure develops, water vapour condenses, energy is released, and the storm strengthens.
6	How are volcanic eruptions related to plate margins?	Most volcanoes form at plate margins where magma rises through weaknesses in the Earth's crust.
7	What physical processes take place at destructive plate boundaries?	Plates move together and the denser plate is forced beneath the other in a process called subduction.
8	What physical processes at a constructive plate boundaries?	Plates move apart and magma rises to fill the gap, creating new crust.
9	What are the primary effects of an earthquake?	Immediate impacts such as deaths, injuries, collapsed buildings and damaged roads.
10	What are the secondary effects of an earthquake?	Impacts that occur later, such as fires, landslides, tsunamis and homelessness.
11	How can prediction and protection reduce the risks from tectonic hazards?	Monitoring can provide warnings and earthquake-resistant buildings can reduce damage and casualties.
12	Why do people continue to live in areas at risk from volcanoes?	Reasons include fertile soils, tourism, jobs, geothermal energy and family ties.
13	What natural factors are causes of climate change?	Changes in the Earth's orbit, volcanic activity and variations in solar output.
14	How do greenhouse gases contribute to global warming?	They trap heat in the atmosphere, causing global temperatures to rise.
15	Describe one effect of climate change on people.	Rising sea levels can flood homes and force people to relocate.
16	Suggest one mitigation strategy for managing climate change.	Using renewable energy instead of fossil fuels to reduce greenhouse gas emissions.
17	Suggest one adaptation strategy for managing climate change.	Building flood defences to protect communities from rising sea levels.
18	What is an ecosystem?	A community of living organisms interacting with each other and their environment.
19	What is the difference between a biotic and an abiotic component?	Biotic components are living (plants, animals); abiotic components are non-living (water, rock, air).
20	What is a food chain?	A sequence showing how energy passes from one organism to another.
21	What is biodiversity?	The variety of plant and animal species within an ecosystem.
22	What are the main characteristics of a tropical rainforest?	Hot and wet all year, with high biodiversity and dense vegetation.

23	Why are tropical rainforests important globally?	They store carbon, regulate climate and support biodiversity.
24	Describe the nutrient cycle in a tropical rainforest.	Most nutrients are stored in the biomass and are rapidly recycled through decomposition.
25	What is deforestation?	The large-scale removal of trees from a forest.
26	Name two causes of deforestation.	Logging and cattle ranching.
27	Explain one environmental impact of deforestation.	Habitat loss reduces biodiversity because species lose their homes.
28	Suggest one way a tropical rainforest can be a sustainably managed?	Selective logging, where only certain trees are removed and the forest is allowed to recover.
29	What are the main characteristics of a hot desert ecosystem?	Very low rainfall, high temperatures, sparse vegetation and thin soils.
30	How are plants adapted to survive in the physical conditions in hot deserts?	They have waxy surfaces, spines instead of leaves and deep roots to reduce water loss.
31	How are animals adapted to survive in the physical conditions in hot deserts?	Many are nocturnal and conserve water by producing little sweat.
32	What opportunities do hot desert environments provide?	Tourism, farming, mineral extraction and solar energy development.
33	Suggest one strategy used to reduce the risk of desertification	Planting drought-resistant vegetation to stabilise the soil.
34	What is weathering?	The breakdown of rock in situ (without movement).
35	What is the difference between mechanical and chemical weathering?	Mechanical weathering physically breaks rock apart, while chemical weathering changes rock through chemical reactions.
36	What is erosion?	The wearing away and removal of rock by moving water, wind or ice.
37	Name four types of coastal erosion.	Hydraulic action, abrasion, attrition and solution.
38	How is a wave-cut platform formed?	Waves erode the cliff base, causing collapse and cliff retreat, leaving a flat rocky platform.
39	Explain the formation of a headland and bay.	Softer rock erodes more quickly to form bays, while harder rock remains as headlands.
40	Describe the formation of a cave, arch, stack and stump.	Cracks are enlarged into caves, caves develop into arches, arch roofs collapse to form stacks, and stacks erode into stumps.
41	What is longshore drift?	The movement of sediment along the coast by waves approaching at an angle.
42	Name two coastal deposition landforms.	Beaches and spits.
43	What is the source of a river?	Where a river begins.
44	What is the mouth of a river?	The point where a river enters the sea, a lake or another river.
45	What are the characteristics of the upper course of a river?	A steep gradient, narrow channel, shallow depth and mainly vertical erosion.
46	How are waterfalls formed?	Softer rock erodes faster by hydraulic action and abrasion than harder rock, creating a step and plunge pool.

47	How are meanders formed?	Erosion occurs on the outside bend and deposition occurs on the inside bend due to faster current.
48	How are ox-bow lakes formed?	Deposition seals off the neck of a meander, leaving an isolated lake.
49	What is a floodplain?	A flat area of land beside a river that is regularly flooded.
50	Name two hard-engineering and two soft-engineering river flood management strategies.	Hard engineering: dams and channel straightening. Soft engineering: floodplain zoning and flood warnings.

GCSE PE

	Question	Answer
1	Identify two hinge joints in the body.	Elbow and knee
2	Identify five functions of the skeletal system	Blood Cell production, joints movement, protection, muscle attachment, mineral storage
3	Identify two ball and socket joints on the body.	Hip and shoulder
4	Which bones make up the elbow joint?	Radius, ulna, humerus
5	Define what is meant by abduction.	Movement of a body part away from the body
6	Define what is meant by adduction.	Movement of a body part towards the body
7	Define what is meant by flexion.	Bending movement, decreasing the angle at a joint
8	Define what is meant by extension.	Straightening movement, increasing the angle at a joint
9	Give the function of a tendon	Attaches a muscle to a bone
10	Give the function of a ligament	Attaches bone to bone
11	Which joint movements are performed at ball and socket joints?	Flexion, extension, abduction, adduction, rotation, circumduction
12	Where does gas exchange take place?	Alveoli
13	Name three blood vessels involved in the transport of blood?	Veins, arteries, capillaries
14	Define vasodilation	Widening of the diameter of a blood vessel to increase blood flow
15	Define vasoconstriction	Narrowing of the diameter of a blood vessel to decrease blood flow
16	Identify the formula for Cardiac Output	Cardiac Output = stroke volume x heart rate
17	What is meant by cardiac output?	The volume of blood pumped from the heart in one minute
18	What is meant by stroke volume?	Amount of blood pumped out of the heart by each ventricle during one contraction
19	Define heart rate	The number of times the heart beats (measured in Beats Per Minute BPM)
20	Define tidal volume	The volume of air inspired or expired in each breath
21	Describe the difference between aerobic exercise and anaerobic exercise.	Aerobic is with oxygen and is lower intensity and longer duration. Anaerobic is without oxygen and is short in duration with a high intensity
22	Define health.	A state of complete physical, emotional and social wellbeing and not merely the absence of disease
23	Name a test for power	Vertical jump
24	How do you calculate somebody's maximum heart rate?	220-age
25	Identify a characteristic of a closed skill	Skill that is not affected by the environment, is predictable and easily practiced
26	Give an example of a closed skill	Gymnastics routine, javelin throw, penalty in football
27	What does SMART stand for?	Specific, measurable, achievable, realistic, time bound

28	Describe what is meant by a specific goal.	Goal must be specific to the demands of the sport or the muscles/movement used
29	Describe what is meant by a measurable goal.	It must be possible to measure whether the goals set have been met
30	Describe what is meant by a time bound goal.	A set period of time must be imposed e.g. by the end of the season
31	Explain mechanical guidance	This involves the use of objects or aids such as a harness in diving or floats in swim.
32	Give an example of visual guidance	Looking at a coach's demonstration of how to serve in badminton, looking at pictures, watching YouTube videos
33	Give an example of verbal guidance	Listening to a coach give instructions on how to perform a skill or on tactics used.
34	Give an example of mechanical guidance	Using a float in swimming,
35	Describe extrinsic feedback	Feedback received from outside of the performer e.g. coach or peer
36	Define massed practice	Practice where the skill is practiced as one without any breaks or rest periods. Allows easy repetition of skills
37	What is the Golden triangle?	The financial relationship between sport, sponsorship and the media
38	Define commercialisation	Managing or exploiting an organisation or activity in a way designed to make a profit
39	What is meant by sponsorship?	Where a company pays money to a team or individual in return for advertising their goods
40	Define sportsmanship	Appropriate, polite and fair behaviour while participating in a sporting event
41	Define gamesmanship	The use of dubious methods that are not strictly illegal to gain an advantage. Bending the rules but not breaking them
42	Define deviant behaviour giving an example	Behaviour that goes against the rules and the morals of sport to gain an unfair advantage. Examples include taking performance enhancing drugs and match fixing.
43	Identify 5 factors that affect involvement in physical activity	Age, gender, socio-economic, disability, ethnicity
44	Identify 3 reasons for having good mental health and well being	Reduces stress/tension, able to control emotions, releases serotonin
45	Identify four reasons for having good social health and well being	Cooperation, teamwork, socialise, make friends
46	What is meant by a sedentary lifestyle?	An inactive lifestyle, with little or no regular exercise
47	What are the consequences of a sedentary lifestyle?	Weight gain/obesity, heart disease, diabetes, lethargy, poor sleep, poor self-esteem, hypertension
48	What is the function of carbohydrates?	Main energy source of the body. Stored as glycogen in the liver and muscles.
49	What is the function of protein?	Growth and repair of muscle tissue
50	Name 4 factors that affects optimum weight	Height, gender, muscle girth and bone structure

50 Questions – ICT/iMedia

No.	Question	Answer
1	Which piece of software would you use to write a business letter?	Word processing software e.g. Microsoft Word.
2	Which piece of software would you use to create a presentation?	Presentation software e.g. Microsoft PowerPoint.
3	Which piece of software would you use to create a leaflet?	Desktop publishing software e.g. Microsoft Publisher
4	Which piece of software would you use to manipulate an image?	Graphics software e.g. Adobe Photoshop.
5	Which piece of software would you use to create a website?	Website design software e.g. Adobe Dreamweaver.
6	Identify the most suitable pre-production document that can be used to show ideas for a new magazine.	Mood board.
7	Identify two aspects of target audiences, other than age or gender, that could be considered when planning a product.	Income, location, ethnicity/race/religion, accessibility/disability.
8	What does the Trade Mark symbol mean™ when it is used with a company campaign name?	That it is owned by the company, they can sell or licence the rights for others to use but no one else can use it without permission. The owner can take legal action against anyone that uses it without permission.
9	Name one way a document could be named to keep track of its different edits.	Different version numbers or dated.
10	Name one suitable file format for a printed poster.	PDF or TIFF.
11	Name one suitable file format for a web graphic.	PNG or SVG or GIF or JPEG or MP4.
12	Which file format can keep a transparent background?	TIFF or PNG.
13	Which file format maintains movement in animation?	GIF.
14	What is the main benefit of using a PDF to share documents?	It can't be edited very easily.
15	What is the main benefit of a JPEG?	It uses lossy compression so reduces the file size.
16	What is the difference between project duration and project deadlines?	Duration is how long something will take but a deadline is when it must be completed by.
17	What legislation restricts an organisation storing information about its customers?	Data protection.
18	Any images found on the internet are copyright free? True or False?	False – unless it specifically states that the images are copyright free.
19	What does IP stand for?	Intellectual property.
20	What is the purpose of a mind map/spider diagram?	To quickly generate outline ideas, to develop and show links between different thoughts, aspects and processes of a project.
21	What is the difference between a storyboard and visualisation diagram?	A storyboard is used to illustrate a sequence of moving images, and has a flow of scenes that follow a timeline. A visualisation diagram is used for a single static scene.
22	Give an example of a project that might use a storyboard to plan.	Video projects, digital animation, comic books to illustrate the story, computer games, multimedia products.
23	Give three things that would be included in the content of a storyboard.	Images, locations, camera shot types and angles, camera movement, shot length and timings, lighting, sound.
24	What is another name for a work plan?	Project plan.

25	What is the purpose of a work plan?	To provide a timescale for the overall project to be completed. To map out against time all the different aspects of the project.
26	How would you digitise hand draw pre-production plans?	Scan or photograph.
27	What is the first step in completing a risk assessment?	Identifying the hazards and dangers.
28	Give three different purposes of digital graphics.	To entertain, to advertise, to educate or inform.
29	If a graphic is 300 dpi what is its most likely use?	Printed.
30	If a graphic is 72dpi what is its most likely use?	Onscreen/web.
31	Identify three sources for assets that could be used in a digital graphic.	Stock image or picture libraries. Internet. Client.
32	List the five steps for a basic digital imaging workflow.	Check the image quality. Adjust brightness/contrast. Adjust colour. Crop the image as needed. Save in a suitable format.
33	What is the meaning of a grey/white chequerboard pattern on the background of an image asset?	It is transparent.
34	What is the difference between Save and Save As	Save is to save a document with the same file name. Save as it to save a copy of the document with a different name.
35	What is a primary source?	Information that is obtained first hand from an original source.
36	What is a secondary source?	Information that is obtained second hand, where somebody else has already put their own interpretation on the original information.
37	Give three examples of primary source research.	First-hand account, diary, interview, video footage, questionnaire.
38	Give three examples of secondary source research.	Biography, commentaries, textbook, magazine article, news broadcast.
39	What does GUI stand for?	Graphic User Interface.
40	Name two output devices.	Monitor, printer, speaker.
41	Name two input devices.	Keyboard, mouse, scanner, microphone.
42	What is meant by RAM?	Random Access Memory – volatile memory where users applications and data are stored.
43	What is meant by ROM?	Read-only memory is non-volatile and is where certain system routines are stored.
44	What is meant by the expression Read-Only?	Data can be taken from it by the processor but not sent to it.
45	What could you use to back up your work?	Memory stick, DVD, CD, magnetic tape, external hard drive.
46	What is a production schedule?	A list of what will be done when, within the required timescale.
47	What is a recce?	Is a visit to a specific location that will be used for recording purposes, e.g. filming, audio recording or photography.
48	Give three things that could be included on a visualisation diagram.	Images and graphics (showing their size and position) colours. and colour schemes, position and style of text, fonts to be used, annotations to provide more detail where needed.
49	What is a script?	It is a piece of written work that can be for a movie, audio, audio-visual product or screenplay.
50	Name three things that would be included in the content of a script.	Set or location, scene descriptions, scene/stage directions, camera shot types, camera movement, sounds and sound effects, names of actors/characters, dialogue (speech and how its spoken).

Hospitality and Catering

1.	What is the title of the person in overall control of the kitchen?	The Head Chef
2.	Give 5 of their responsibilities	Menu planning, Food production, Costing and purchasing, Staff work rotas and training, Hygiene of the kitchen and staff, Stock control
3.	What are the responsibilities of a sous chef?	The Sous chef (sous=under in French) is directly in charge of food production, the minute by minute supervision of the kitchen staff, and food production. A sous chef will also have many years' experience in all stations of the kitchen and level 4 qualifications gained over years of study. This role is more kitchen based than the head chef which may have office-based duties as well
4.	What is the pastry chef responsible for?	*Le Patissier* The pastry chef is responsible for the preparation of baked goods such as pastries, cakes, biscuits, macarons, chocolates, breads and desserts, special occasion cakes. In larger establishments, the pastry chef often has team in their own kitchen
5.	What is the sauce chef responsible for?	*Le Saucier* Prepares sauces, stews and hot hors d'oeuvres and sautés food to order, After the head chef and the sous chef the sauce chef is the next in line
6.	What is the vegetable chef responsible for?	*L'entremetier* Prepares hot appetisers and often prepares the soups, vegetables, pastas and starches, side dishes Sometimes split into soup (le potager) and vegetable (le legumier) chefs
7.	What does le poisonier do?	Prepares and oversees all fish and seafood dishes. This position usually involves butchering the fish as well.
8.	What does le boucher do?	Prepares meat and charcuterie (cold cooked meats)
9.	What Is the role of the commis chef?	Chef in training, helps in all areas of the kitchen to gain experience, and complete training, answers to the chefs de partie for the section they are working on
10.	What is the role of the kitchen assistants?	Kitchen assistants carry out a range of jobs including washing up, fetching and carrying, preparation of vegetables and ingredients. They could be training to be a commis chef
11.	What does front of house mean?	All customer service areas that involve interacting with, serving and cashing out dining guests from the moment they walk into the door until dining is complete and the guest leaves**.**
12.	What are the responsibilities of the maire d'hote?	The restaurant manager is in overall charge of the restaurant, Takes bookings, relays information to the head chef, completes staff rotas, ensures the smooth running of the restaurant
13.	What are the responsibilities of the head waiter?	Second in charge of the restaurant, Greets and seats customers, relays information to the staff, deals with complaints and issues referred by the waiting staff.

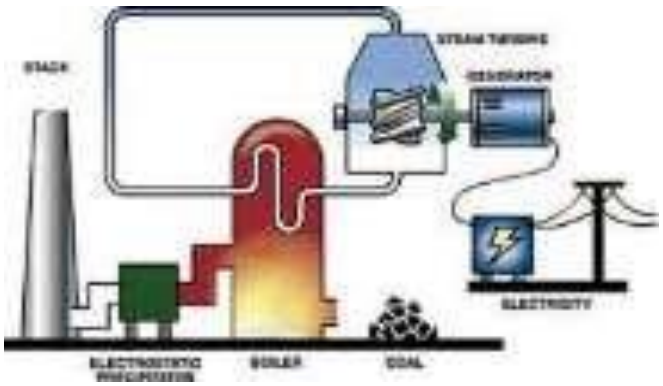
14.	What is Le sommelier responsible for?	*Le sommelier (wine waiter)* Specialises in all areas of wine and matching food, advises customers on their choices of wine, Wine waiters serve the wine to the customer and can advise customers on their choices as well
15.	Give 5 personal attributes for front of house staff	Patience, Team player, Personal presentation, Honesty, Initiative, Self-motivation
16.	Why must the staff have good presentation?	Workers must have good standards of personal hygiene, tidy appearance and good posture. Smart dress, tidy hair and non-visible tattoos give a good impression of the establishment
17.	What does patience, tact and diplomacy mean?	You need to be sensitive when dealing with others who have difficult issues, when solving problems or dealing with complaints. Always answer politely and make sure the customer is happy.
18.	Why is it important to be honest?	When dealing with serving drinks and taking payments as well as other working situations, you must be honest and transparent with your job. Telling the truth if something happens and being honest with money are essential
19.	Give 4 types of contracts of employment	Full time, part time, temporary, casual
20.	Describe full time contracts	**Full- time staff** = over 36hrs a week Have permanent jobs and work all year. Contract explaining the terms of their employment. They may work set shifts or have shifts that change daily/weekly/ monthly. They will work a set amount of days over a 7 day week, including weekends. Entitled to sick pay and holiday pay, Entitled to maternity pay
21.	Describe part time contracts	**Part- time staff** = 4- 16hrs a week Have permanent jobs and work all year. Contract explaining the terms of their employment. They may work set shifts or have shifts that change daily/weekly/ monthly. They will work mostly at the busiest times of the day/week including weekends. Entitled to sick pay and holiday pay (in proportion) Entitled to maternity pay.
22.	Describe temporary contracts	**Temporary staff** Employed for a specific length of time such as the summer tourist season or the month of December. Temporary staff have the same rights as permanent staff for the duration of their contract. Temporary staff employed for longer than 2 years become permanent by law
23.	Describe casual employment	**Casual staff / Agency staff** Work for specific functions and can be employed through an agency. They do not have a contract or set hours of work. They are needed at busier times of the year e.g. At Christmas or for weddings, New Year's Eve.

24.	Give 6 things that full and part time employees are entitled to.	1. A written statement of employment or contract setting out their duties, rights and responsibilities 2. The statutory minimum level of paid holiday 28 days for full time workers 3. A pay slip showing all deductions, e.g. National insurance, tax. Earning above £155 a week 4. The statutory minimum length of rest breaks- one 20 min break for 6 hrs worked 5. Statutory Sick Pay (SSP) £88.45 pw for 26 weeks (some may get full wages for a limited amount of time) 6. Maternity, paternity and adoption pay and leave-90% of earnings for 6 weeks then £139.58 for next 33 weeks
25.	Give 3 examples of remuneration	Meals, Accommodation, Uniform and Bonuses
26.	Name 4 pieces of legislation to protect workers	Disabled Discrimination Act 1995 Equal Pay Regulations 1970 Health and Safety at Work 1974 National minimum wage Working Times Regulations 1998 Part-time workers Regulations 2000
27.	How much annual leave are workers entitled to?	All workers are entitled to 28 days paid leave annually
28.	How many days compulsory break should you have in 7 days?	24 hours off in each 7 day period
29.	How many days if under 18?	Young workers (15-18) are entitled to 2 days in 7.
30.	How many minutes should a worker have off in 6 hours?	20 minutes uninterrupted rest if their working day is longer than 6 hours.
31.	How does costs contribute to the success of an establishment?	Every establishments need to make a profit. Consider cost of everything you buy and selling price. Material - Anything involved in making product Labour - Costs of staff Overheads - Anything not connected with making products
32.	How does the economy contribute to the success of an establishment?	When the economy slows down, business have lower sales as consumers eat out less because they have less disposable income
33.	How does environmental policies contribute to the success of an establishment?	3 R's, packaging, food waste, global warming, carbon footprint, clean eating
34.	How does the use of technology contribute to the success of an establishment?	Using technology to improve service, delivery and stock control – touch screen customer ordering, EPOS (electronic point-of-sale) systems, stock management, apps for delivery services.
35.	How could the media influence the success of an establishment?	Strong global brand, Good community reputation – children's charities / Ronald McDonald House, celebrity chefs, celebrity endorsements and Masterchef.
36.	What are the benefits of portion control?	Keeps the food costs down Keep losses in food preparation and serving to a minimum Offer a consistent portion to customers - they are getting **'value for money'** and having the same size portion as everyone else. Minimise waste e.g. leftovers To make a profit which is constant

		The caterer can then **determine a selling price** (how much should be charged to cover costs and make a profit?) Using **standard recipes** can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.
37.	Give 5 methods of portion control?	Scoops for ice cream, potatoes Ladles for soups, sauces, gravies Individual portion sizes Size of serving bowl etc Slices of a food Pre-marked for portions Decorated for portions Pre-portioned
38.	What does HASAWA stand for?	Health and safety at work act 1974
39.	What does RIDDOR stand for?	Reporting of injuries diseases and dangerous occurrences regulations 1995
40.	What does COSHH stand for?	Control of substances hazardous to health regulations 2002
41.	What does PPER stand for?	Personal protective equipment at work regulations 1992
42.	What does MHR stand for?	Manual handling operations regulations 1993
43.	What does the HASAWA cover?	This act covers all aspects of health and safety at work
44.	What are the duties of the employee under the HASAWA?	To take care of themselves and others To follow safety advice and instructions Not interfere with any safety device To report accidents To report hazards and risks
45.	What does the HSE stand for?	H.S.E stands for the **Health and Safety Executive.**
46.	Who enforces the HASAWA?	Inspectors from the Health and Safety Executive (HSE) Manufacturers; schools and colleges; repairers; specialist places like hospitals and power stations Environmental Health Officers Places where the public go like shops, offices, leisure facilities Fire Officers – just enforce the bits relating to fire safety
47.	What are the rules for the safe use of equipment under the HASAWA?	Only use equipment for which you have been authorised and/or trained Always wear any personal protective equipment such as goggles or gloves if you have been instructed to do so
48.	What are the substances covered by COSHH?	1. Chemicals including cleaning chemicals 2. Micro-organisms 3. Dusts 4. Medicines, pesticides, gases 5. HSE list (Health and safety executive)
49.	What is a safety data sheet?	It is a sheet where hazards are identified.
50.	What sort of items are personal protective equipment	It can include items such as Gloves, goggles, hard hats, hearing protectors, warm clothing (in cold conditions), safety shoes or boots, respirators etc

Design and Technology

Section A: Core Technical Principles

1. Describe what is meant by Fair trade.	Fair trade is a movement that aims to achieve fairer trading conditions and opportunities that promote sustainability for developing countries.
2. State 2 finite sources of energy.	Wind, solar, geothermal, biomass
3. State 2 non-finite sources of energy.	Coal, gas
4. State what is meant by the term planned obsolescence.	Planned obsolescence is designing products with the intent for them to stop working or go out of fashion
5. Using notes and diagrams, explain how coal is used to create energy.	 Coal is burnt to create the heat required to boil water. When boiling, the water creates steam which drives the turbine part of the generator. The rotating turbine blade turns a generator which creates electrical energy.
6. Define what is meant by a composite material.	A composite material is a material made by combining/mixing two or more other materials
7. Name two different papers.	Bleed proof, cartridge paper, grid, layout paper, tracing paper.
8. Name two different boards.	Corrugated card, duplex board, foil lined board, foam core board, ink jet card, solid white board.
9. Name two different hardwoods.	Ash, beech, mahogany, oak, balsa
10. Name two different softwoods.	Larch, pine, spruce
11. Name two different manufactured boards.	Medium density fibreboard (MDF), plywood, chipboard.
12. Name two different ferrous metals.	Low carbon steel, cast Iron, high carbon/tool steel
13. Name two different non-ferrous metals.	Aluminium, copper, tin, zinc
14. Name two different alloys.	Brass, stainless steel, high speed steel
15. Name two different thermoplastics.	• acrylic (PMMA) • high impact polystyrene (HIPS) • high density polythene (HDPE) • polypropylene (PP) • polyvinyl chloride (PVC) • polyethylene terephthalate (PET)

16. Name two different thermosetting plastics.	• epoxy resin (ER) • melamine-formaldehyde (MF) • phenol formaldehyde (PF) • polyester resin (PR) • urea-formaldehyde (UF).
17. Name a natural fibre.	Cotton, silk
18. Name a synthetic fibre.	Polyester, nylon

Define the meaning of the following material properties:

a. Absorbency	(resistance to moisture)
b. Density	(mass per unit volume)
c. Fusibility	(Fusibility (ability to melt easily (change from a solid to a liquid))
d. Electrical conductivity	(ability to transmit electricity well)
e. Tensile strength	(ability to withstand an applied stretching/tensile force)
f. Hardness	(ability to withstand scratching, cutting or indentation)
g. Toughness	(ability to withstand impacts)
h. Malleability	(ability to deform under pressure without splitting)
i. Ductility	(ability to be drawn (stretched) in to a wire)
j. Elasticity	(ability to stretch and return to original shape)

Section B: Specialist Technical Principles

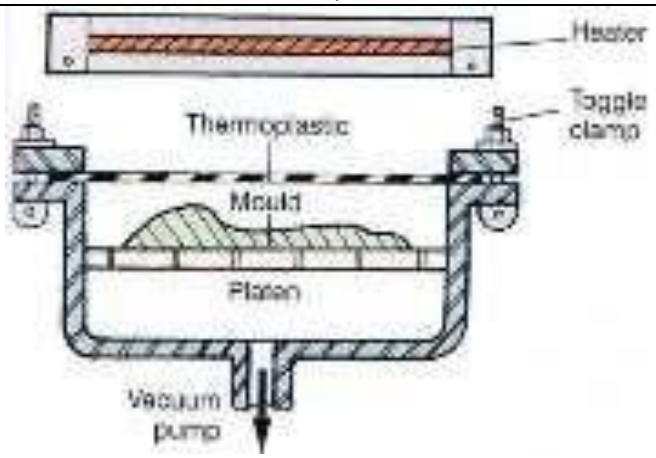
1. State two negative effects of deforestation?	Negative effects of deforestation include: loss of habitat, risk of soil erosion, decrease in carbon captured by forests
2. Explain why mining is required for metal ores.	Metal ores are found under the ground and mining is required to expose them.
3. State the six Rs.	Reduce, reuse, recycle, rethink, refuse, repair

4. State the sources (origins) of the following materials:

a. Paper	Trees
b. MDF	Trees
c. Aluminium	Metal ore (bauxite)
d. Polypropylene	Crude oil

5. What are the properties of the following materials:

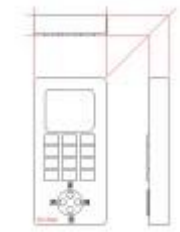
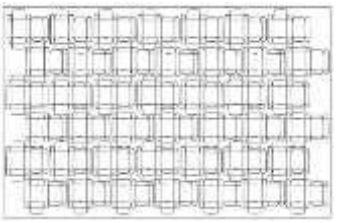
a. Corrugated cardboard	Flexible, good compressive strength, absorbs moisture, lightweight.
b. Oak	Good toughness, high density, heavy.
c. Low carbon steel	Good toughness, high density, heavy, fair electrical conductivity.
d. ABS	Waterproof, good impact strength, lightweight, colourful.

6. Describe the process of air seasoning of larch.	 The larch planks are stacked with spacers in between to allow air flow around each plank. They are stacked under a cover and then left for 6 months to 2 years until the moisture content has reduced to the desired level.
7. Name three different ways of cutting plywood.	Coping saw, bandsaw, tenon saw
8. Name three different ways of cutting low carbon steel sheet.	Hacksaw, junior hacksaw, oxy-acetylene torch
9. Name three different stock forms of material.	Sheet, bar, rod, ingot, granule
10. Describe the advantages of using stock forms of material.	Stock forms are readily available so there is no waiting to for materials to be made to order. Customers know exactly what the size of the stock form will be. Prices of stock forms are low compared to materials that are cut to specific sizes.
11. Define what is meant by batch production.	Batch production is the manufacture of products in small 'batches' of, for example, between 2 and 100.
12. Using notes and diagrams, describe the process of vacuum forming.	 A sheet of HIPS is clamped over the mould. The mould is on a lowered platen. The HIPS is heated until soft. When soft, the platen is raised and the air is removed. Air pressure then forces the softened HIPS sheet over the mould. The sheet is left to cool and the mould removed.
13. Name a wood or metal and describe in detail how to apply a specific finish that will prevent degradation or corrosion.	Ash: Polyurethane varnish is applied using a brush. It should be brushed on in the direction of the wood grain and allowed to dry. Once dry, it should be lightly sanded and a second coat applied.

Section C: Designing and Making Principles

1. Define the meaning of the following terms:

a. Ergonomics	Ease of use
b. Anthropometrics	Human size
c. Human factors	Any data relating to people
d. Market research	Researching what potential customers / buyers want a product to be like

2. Discuss why might a designer choose to present their ideas in 3D.	3D drawings are more realistic and easier to understand than 2D drawings. They allow more sides of a product to be seen, thus providing more detail than a 2D drawing.
3. Explain why are annotations on design ideas important.	Annotations are important to explain ideas, thoughts, materials and any explanatory or evaluator comments about the design.
4. Sketch a third angle orthographic drawing of a mobile phone.	
5. Describe how materials can be marked out to minimise waste. Use a sketch to help explain your answer.	Materials should be marked close to an edge or tessellated to avoid waste. 

Drama – Component 3 Noughts and Crosses -Section A

No.	Question	Answer
1.	How long is the exam?	One hour 30 minutes
2.	How long should you spend on sections?	Section A = 1 hours and 5 minutes Section B – 25 minutes
3.	Who wrote the It?	Sabrina Mahfouz
4.	What is the basic synopsis?	Noughts and Crosses is a modern-day adaptation of Romeo and Juliet – The story follows the two families the McGregor's and the Hadley's who are at odds with each other and made more complicated by the racial disputes and discrimination present in the story.
5.	How many sections are there? (Scenes)	**Prologue -** **Act 1 –** Callum & Sephy at the beach – prepare for school, news report watched by both families, Split scene / The Hadley household/ the McGregor household, cross cut Sephy / Callum monologues 3 years later, Andrew & Kamal talking, Heathcroft protest / reactions to protest both families / Callum & Sephy at the beach, Lunchtime at school / attack / sibling fight / truth about Lynette, Aftermath of fight / Callum tries to talk to Lynette / Kamal's affair, Suicide / overdose, cross cut time has passed Callum and Sephy plan to meet ay the shopping centre / Callum saves Sephy / reactions to the bomb / the truth, Police arrest Ryan / trial / verdict / reprieve / death of Ryan. **Act 2 –** Cross cut / three years have passed / letters, kidnap / news / Callum on guard / rekindle romance, Escape, News / Sephy monologue / pregnant, Callum visits Sephy / arrested / ultimatum, Callum in prison before execution / declaration of love / death **Epilogue -**
6.	Can you name the main characters?	Hadley family – Sephy, Kamal, Minerva, Jasmine McGregor family – Callum, Ryan, Meggie, Jude, Lynette Nought traitor / Cross spy – Andrew Protestors Shania / Lola / Dionne – Cross school girls Judge Jackie – Cross prison guard Kelani Adams – Barrister Mr Pingule – Barrister Mr Bowden – Head teacher at Heathcroft Police men
7.	What are the characters social class?	The Hadley family are upper class and the McGregor's are lower class.
8.	What is 'character interaction'?	The ways in which characters communicate or interact with each other. The action or relationship among two or more characters.
9.	What is a metaphor?	A metaphor is where we see a symbolic level of meaning, where the characters and audience see things regarded as representative or symbolic of something else, religious figures, or philosophical viewpoints.
10.	What is a monologue?	A long speech delivered by one actor - can be directed to the audience or to another character –
11.	What are rehearsal techniques?	Rehearsal techniques are exercises which help prepare the actors in the early stages to help them shape / mould their characters and interpretation of these roles.
12.	Name some rehearsal techniques, describe what they are and the effect / impact of using this technique.	○ Emotion memory – recalling a moment from the actor's life where they have experienced something similar to the character and remember how you reacted. They then use this memory to enhance their performance, which helps create a more naturalistic portrayal and rendition. ○ Vocal exercises / experimentation – using different emotions for re-enactments of the scene to consider suitability and what works. ○ Off the text improvisation – performers focus on events not depicted in the script and consider moments which they may explore, to help them define characters and their interpretation of role, motivation and focus.

		This gives actors more depth when depicting roles and helps them explore / understand relationships within the text. ○ Hot seating – Actors answers questions in role whilst sitting int the hotseat – allows them to develop a greater understanding of their role, motivations and gives them freedom to explore the character. ○ Role on the wall – creating a gingerbread man template – where you comment facts and information about the character on the outside of the diagram; on the inside you write about the characters emotions, mood and feelings.
13.	What is a character's motivation?	Character motivation is the reason behind the characters behaviours or actions within a scene or at any moment.
14.	When discussing use of voice, what does tone of voice refer too?	Tone of voice is its colour or emotional quality. When performing a scene, you must identify your characters emotion at each given moment. You must make sure that your tone of voice matches your characters mood and what you need to communicate about their feelings.
15.	What does 'tempo' mean?	Tempo of voice refers to the speed or pace in which an actor delivers their lines.
16.	When does pitch refer too?	This is how high or low an actor delivers their line, for example a high pitch might be very shrill sounding where as a low pitch would use a deep voice.
17.	Name some physical techniques / skills.	Body language, Facial expressions, Gait, Gestures, Posture, Proxemics and Use of space
18.	What is meant by the performance skill gait?	Gait – Is the manner in which an actor walks.
19.	Define the term proxemics.	Proxemics refers to the positioning on stage of actors and how this relates to their relationships / status.
20.	What are the themes of the play?	Racism, family, romance / love, violence, persecution, prejudice, tragedy
21.	What is the playwright's intention?	Mahfouz was inspired by Malorie Blackman's novel – she said "it is far too close to our reality to leave our imaginations. We still live in a systemically racist society, no matter how loudly this maybe refuted by those at the top of it." "Due to the intensity of Sephy and Callum's individual journeys, Malorie makes their world ours. This is what I wanted to draw out on stage the most. I wanted to draw out these two flawed, fantastic, brave, young people-in love, lost, full of hope and rage, dreams and desires, challenging a superracist system just by being their complicated selves."
22.	Can you discuss the historical context?	Malorie Blackman wrote novel in 2001 in response to racism Dominic Cooke adapted for the stage 2007 RSC 2016 Sabrina Mahfouz adapted and toured in 2019 Influenced by events: Racism in MB's life such as history lessons that failed to mention Black historical figures. South Africa apartheid (segregation) 1948 to early 1990s Events in America such as Little Rock 9 -1957 segregation in schools, The Ku Klux Klan targeted racial groups in 1920's. In UK, Stephen Lawrence murder 1993
23.	What is the genre of the play?	Non-naturalistic – Story theatre The structure is how the plot or story is laid out, including a beginning, a middle and an end. The structure of *Noughts & Crosses* is known as **story theatre**; characters stand back and comment on the action as well as take part. They share their thoughts and feelings, comment on events, provide transitional information from one episode to another and help to cover the expository material handled in the novel's narrative. • **Story theatre** tends to use very little set and few props, which are carefully selected and designed. This way, action can proceed quickly without elaborate set changes. • Story theatre is highly **episodic**. The action takes place in a variety of places during many scenes. Each episode gives the audience an insight into characters and events that have played a significant part in Sephy and Callum's relationship and the society they are part of.

		• The **episodic structure** allows different perspectives to be viewed by the audience, e.g. Sephy and Callum's family life and their relationships within the family. • The structure is also **linear**. Although the play begins with a flashback and there are flashbacks in Act 2 to suggest the passing of time, generally the play follows the story of Sephy and Callum from beginning to end.
24.	What is the structure of the play?	Episodic
25.	When was The It first staged and where?	○ The play was first performed by Pilot Theatre on 1st February, 2019, at Derby Theatre.
26.	Describe the original staging?	It was performed end on ***Noughts & Crosses*** was originally staged using an expressionistic set, which was adapted to suggest the different locations throughout the play. The set design also used elements to highlight some of the key themes and atmosphere of the play, e.g. racism/division, privilege, misinformation and chaos.
27.	Can you define what a theatrical style is?	A theatrical style is the manner in which a storyline or message is conveyed.
28.	Common options of theatrical style are…?	Naturalism, Epic Theatre, Theatre of the oppressed, Physical theatre, Symbolism
29.	What theatrical styles are seen?	Non-naturalistic techniques such as narration and storytelling, epic theatre as well as moments and elements of realism.
30.	Name the 7 main staging types.	Proscenium Arch, End on, Traverse, Thrust, Promenade, Theatre in the Round, Arena Stage
31.	Describe a proscenium stage?	The most common type of stage. Audience sit and watch the performance through an archway which frames the stage but also provides off stage areas where audience cannot see to help further illusions.
32.	Describe an end on stage?	The same audience configuration as proscenium arch, however there is no arch to frame the stage.
33.	Describe a traverse stage?	This stage can also be known as a 'catwalk' stage. The audience sit on the two longer sides of a stretched rectangle.
34.	Describe a thrust stage?	The stage "thrusts" out into the audience, and their seating is wrapped around 3 out of 4 sides, sometimes creating a horse shoe shape.
35.	Describe promenade staging?	A promenade staging has no set location and the audience follow the actors around to certain areas of performance and then move on to the next location.
36.	Describe a Theatre in the Round stage?	An In the round stage is positioned at the centre of the audience, with spectators sat all around the space.
37.	What are design elements?	The areas of technical theatre are scenery, lighting, properties, costuming, and sound.
38.	In N & C what might set consist of?	Original set, designed by Simon Kenny, created a dystopian reality. A series of panels morphed from walls to apertures to cupboards. This structure was constantly folding and changing. The panels would suddenly transform into banks of video screens or live TV transmissions. The set created a recognisable world but also another, parallel world. Chairs and tables became mirrors. Barricades represented chaos as violence erupted. The predominant colours were red tones:
39.	Can you name the 6 main types of lantern used to create light in a theatre?	✓ Profile spotlight – definite sharp-edged beam, can also be used for gobos. ✓ Fresnel Spotlight – soft edged beam, good for smaller areas ✓ Flood light – light for large areas as it literally floods the stage ✓ Strobe light – quick successive flashing light, making action appear 'jumpy' ✓ Birdie – a tiny lantern good for up lighting facial features and distorting them creating an eerie atmosphere ✓ Moving head – light which moves across the stage, changes colour and can project images using gobos.
40.	What is a gobo?	A gobo is a metal stencil which is placed over a light to project an image onto the stage or cyclorama (back wall of the stage)
41.	What is a gel?	To change the colour of light projected on stage a gel is placed in front of the light which creates a coloured filter.
42.	What is meant by the term intensity?	Intensity of lighting is a direct reference to how bright or dim the light is.

43.	How can sound and music enhance a performance?	Sound and music can add atmosphere, emphasise action happening on stage, and help set the scene, indicate a change of time or location or focus attention onto a character.
44.	What is diegetic sound?	Diegetic sound is sound which is heard by the characters on stage and exists within the world of the play. For example, a play set in the woods may have the sound of birds, in street scenes the audience may hear the sounds of cars passing by. The characters may not react to these but they are there creating a sense of realism.
45.	What is non-diegetic sound?	These are sounds which exist outside the world of the play and the characters don't appear to hear these. For example, in the scene where Catherine dies you may have emotional music playing as she fades.
46.	What is costume?	Costume refers to what the actors are wearing.
47.	What theatrical style would you use & which type of staging?	In your opinion which type of staging would be effective? Theatre in the round, end on, thrust, traverse, arena, promenade?
48.	What props / costume and set would you use?	This question wants you to think about what you would like the actors to wear and what would be on stage. These technical elements can really enhance a play. In the original conditions costume was naturalistic and gave the production a contemporary feel, reflecting the age and status of the characters. The colour used in the Crosses' costumes were *'bright and jewel-like in their wealthy fabrics; the noughts faded and wrung out'.* The colour scheme of the set was echoed in the uniforms for Heathcroft School and the Liberation Militia.
49.	What lighting / sound would you use?	Lighting and sound are key technical elements in a performance which really enhance mood and atmosphere. This question asks you to consider your ideas for type of light, colours, intensity in order to portray a fully rounded production. What additional thoughts do you have for sound? In the original production the sound and music had a cinematic feel and worked in conjunction with the lighting to conjure up locations and atmosphere, e.g. a secluded seashore and the terrorist atrocity. The set was enhanced by Joshua Pharo's lighting design. He used neon, direct, mood and sectional lighting. This emphasised the structural qualities of the set and reinforced the modern setting. Strobes and haze were used to create atmosphere and location. Infrared was the dominant colour. Projections of news footage gave the play an authenticity and immediacy.
50.	What does it mean to respond to a performance?	If a question asks you to give your response to a performance it is asking you to give your opinion and justify your reasons for this backed up by explanation discussing key moments.

Religious Studies

	Question	Answer
1	What does omnipotent mean?	God is all-powerful.
2	What does benevolent mean?	God is loving and caring.
3	What do Christians believe about God as judge?	A just judge, meaning that God judges people's actions fairly.
4	What is the Trinity?	God exists in three persons – the Father, the Son (Jesus) and the Holy Spirit.
5	What does Genesis 1 teach about creation?	God created everything.
6	What is original sin?	Everyone is born with a built-in urge to do bad deeds and disobey God.
7	What do Christians believe about free will?	God created humans with free will - it's up to them to choose whether they perform evil deeds or not.
8	What do Christians teach about judgement?	Christians believe that God will judge you and you'll go to either heaven or Hell.
9	What does atonement refer to?	The crucifixion helped to repair the relationship between God and mankind – the atonement.
10	What happened to the body of Jesus after the crucifixion?	Jesus's body was put in a tomb, but he was resurrected (brought back to life) and his tomb was found empty.
11	What does the resurrection prove to Christians?	It shows them that there is life after death and how powerful God is.
12	What does salvation mean?	The soul being saved from death and sin allowing it to reach heaven.
13	What is liturgical worship?	A church service that follows a set structure or ritual.
14	What is non-liturgical worship?	A service that doesn't follow a set text or ritual.
15	What is informal worship?	A type of non-liturgical worship that is spontaneous or charismatic.
16	How do Christians describe prayer?	Communicating with God.
17	Give an example of a set prayer.	The Lord's prayer.
18	What is the Eucharist?	Christians remember the last supper with bread and wine.
19	What is the role of the Church in the local community?	Caring for the community by organising food banks and street pastors.
20	What is Evangelism?	Spreading the Christian message with the aim of converting people.
21	What is baptism?	People become members of the church. Water - washing away of sins.
22	Identify two places of pilgrimage for Christians.	Lourdes and Iona
23	What is agape love?	A love that is selfless, sacrificial and unconditional.
24	What is the Great Commission?	To fulfil Jesus' instructions to the disciples to spread his teachings.
25	What does reconciliation mean?	Restoring harmony after relationships have broken down.
26	What is persecution?	Hostility and ill treatment.
27	Name three charities that response to world poverty?	Christian Aid, Tearfund and CAFOD.
28	What does mission mean?	Vocation or a calling to go out into the world and spread the faith.
29	What is the Qur'an?	Muslim holy book. Infallible speech of God.
30	Who did Allah reveal the Qur'an to?	Muhammad
31	What are the six articles of faith in Sunni Islam?	Tawhid, Angels, Holy books, Prophets, Day of Judgement, Allah knows and decides everything that's going to happen
32	What are the five articles of faith in Shi'a Islam?	Tawhid, Justice (Adalat), Belief in prophet hood, Belief in the authority of imams, Belief in the Day of the Resurrection.
33	What are the 6 characteristics of Allah?	Merciful, omnipotent, benevolent, just, immanent and transcendent.
34	Is the Qur'an regarded as the most important holy book?	It's a complete record of Allah's exact words to Muhammad
35	What three things do Muslims do to treat the Qur'an with great respect?	1. Wash hands before touching it. 2. Keep it on a higher shelf than all other books. 3. Place on a special stand when they read it.
36	Name other Holy Books used in Islam.	Torah (Tawrat), The Psalms (Zabur), The Gospel (Injil)

36	What do angels do?	Record good and bad deeds for judgement day.
37	Name an important angel.	Jibril. He revealed Allah's words (Qur'an) to Muhammed.
38	What does Predestination mean?	God knows or determines everything that will happen in the universe.
39	What does Risalah mean?	A belief in the prophets and their importance as messengers of God.
40	Who is the first prophet and final prophet in Islam?	First prophet is Adam. Final/the seal of prophets is Muhammad.
41	What is Akhirah?	Afterlife. Muslims go there after the Day of Judgement.
42	What is the reward for good people?	Entry into Jannah (paradise).
43	What is the punishment for bad people?	Jahannam – hell.
44	What are the five pillars?	Shahadah, Salah, Zakah, Sawm, Hajj
45	What is Jihad?	Jihad means striving or struggle.
46	What is the greater Jihad?	To obey Allah, follow his teachings and become a better Muslim.
47	What is the lesser Jihad?	To make the world a better place.
48	What is Id ul-Fitr?	Festival to mark the end of Ramadan.
49	What is Ashura?	Mostly a Shi'a festival. It commemorates the death of Husayn.
50	What is Id-ul-Adha?	Festival to celebrate Ibrahim's willingness to sacrifice his son to God and marks the end of Hajj.

50 Questions – Business

No.	Question	Answer
1	What is a person who develops an idea and takes the risk of starting and running a business?	Entrepreneur
2	What is the ability to see the need for a particular product or services that customers need?	Spotting an opportunity
3	What is seeing an opportunity to provide a product or service that people are willing to buy?	Enterprise
4	What are the four characteristics of an entrepreneur?	Creative, prepared to take a risk, determined, confident of success
5	What are the potential rewards of running a business?	Financial, independence, self-satisfaction and changing customer habits
6	What are the potential risks of running a business?	Financial, health and strained relationships
7	What is the business word for money?	Finance
8	How might a business measure success?	Making a profit, surviving, providing a good service to customers
9	What are the things that a business needs e.g. finance, staff and material?	Resources
10	What is the place where the business sells it's good and services?	Market
11	What are things that a business wants to achieve, such as grow larger, or make more profit?	Aims and objectives
12	A sole trader where a person owns the business in its entirety. What are the advantages of this type of business ownership?	Easy to set up, little finance required, control, profits go to the owner, financial information is private.
13	What are the disadvantages of being a sole trader?	Unlimited liability, illness disrupts the business, capital can be short, long hours of work, shortage of skills, problems of continuity.
14	What are the advantages of a partnership?	Extra capital, easy to set-up, more skills in the business, workload is shared, financial information is private
15	What are the disadvantages of a partnership?	Profit is shared, unlimited liability, shortage of capital, slower decision making, problems of continuity
16	What is unlimited liability?	Where the owners of the business are responsible for all of its debts.
17	What are the advantages of a private limited company? (Ltd)	Limited liability, continuity, can raise money easily, control over share sale.
18	What are the disadvantages of a private limited company? (Ltd)	Financial information available to the public, administration, sale of share restricted, dividends have to be paid to shareholders.
19	In a public limited company (Plc) as long as the company has £50,000 share capital the company can sell shares on the stock exchange. What are the advantages of a Plc?	Ability to raise large amounts of capital, easier to borrow money, limited liability for shareholders
20	What are the disadvantages of a Plc?	Possibility of takeover, cost of setting up and operating, problems of control if the business becomes too big, financial

		information available to the public
21	Who are the internal stakeholders in a business?	Owners and employees
22	Who are the external stakeholders in a business?	Customers, suppliers, government and the local community
23	What is a merger?	Two or more businesses agree to join.
24	What is a takeover?	Where a business takes a controlling interest in another business.
25	What is a horizontal merger?	Is a merger or takeover where two businesses are involved in a similar operation e.g. two internet providers e.g. Virgin media and 02 to become Virgin media 02
26	What is a forward vertical merger?	When a business merges with or takes over a business that it supplies goods or services to.
27	What is a backward vertical merger?	When a business merges with or takes over a business that supplies it with goods or services
28	What is finding the needs of consumers and demonstrating how a business fulfils those needs in a way that increases sales.	Marketing
29	How might a business might market itself?	Email, website, trade fairs/meetings with present and potential customers, social media and on the phone.
30	How might a business increase its sales?	Advertising the product or service more to raise awareness, introducing new models, increasing the range of products, reducing the price – but needs to maintain profit, selling the product in different places, selling by different methods e.g. online.
31	What is the collection of data on customer habits to help decision-making in marketing?	Market research
32	What is the group of customers to whom a business aims to sell its products?	Target audience
33	What is data collected first-hand, often in the form of surveys, sometimes referred to as field research?	Primary data
34	What is data using research or information provided by others, such as magazines, journals and the internet, often called desk research?	Secondary data
35	What is the data collected by the government every ten years, questioning the entire population on several things including income and occupation?	The census
36	What is data collected that is based on facts and numbers?	Quantitative data
37	What is data collected based on opinions of those being asked questions in a survey?	Qualitative data
38	What is market segmentation?	The splitting the market for a product into different parts, or segments
39	What are the four P's of the marketing mix?	Price, Product, Promotion and Place
40	What is a method of pricing where the business has a higher price than competitors because it has a better product, for which consumers are willing to	Skimming

	pay a higher price?	
41	What is a method of pricing is where prices are reduced to give products a boost or sell off old stock. This is most commonly seen as sales in shops?	Promotional
42	What is a method of pricing where the business looks at the price it paid for a product and then adds on profit to arrive at the price to be charged?	Cost-plus
43	What is a method of pricing used when there are many other businesses selling the same or similar products?	Competitor
44	What is a method of pricing where a business lowers the price of products or services to gain customers from other businesses?	Penetration
45	What is the diagram that shows how sales vary from the introduction of a product? Its stages are introduction, growth, maturity and decline?	The product life cycle
46	What is the distribution of goods using a physical presence such as a shop or an office?	Physical distribution
47	What is the distribution of goods and services digitally by downloading from a website?	Digital distribution
48	What are human resources?	The workers employed by the business
49	What is a human resource plan?	A plan detailing the workers that a business needs – how many, whether they will be full or part time, the skills they should have and when they will work.
50	What is a zero hours contract?	Contracts given to employees, which do not guarantee them any work. The businesses contacts workers when they are needed.

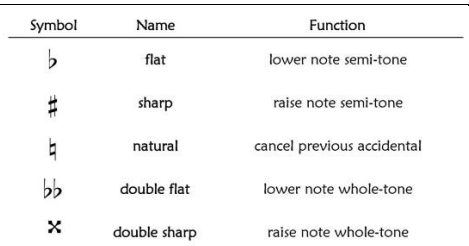
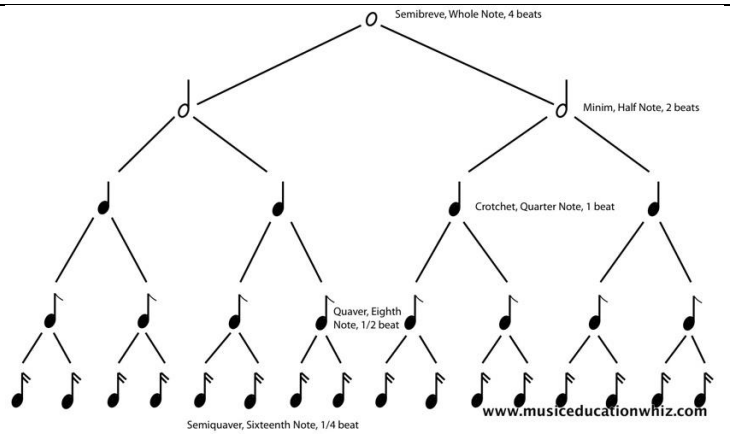
50 Questions – German

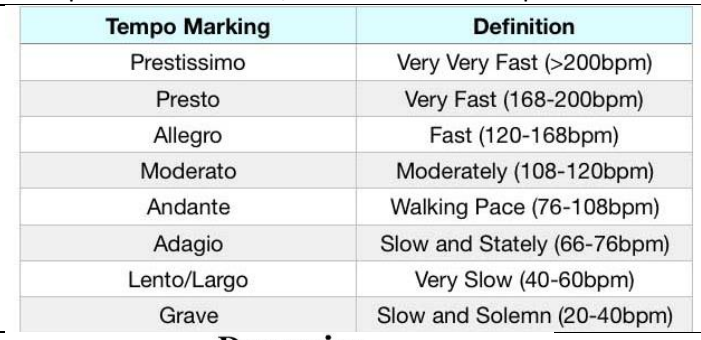
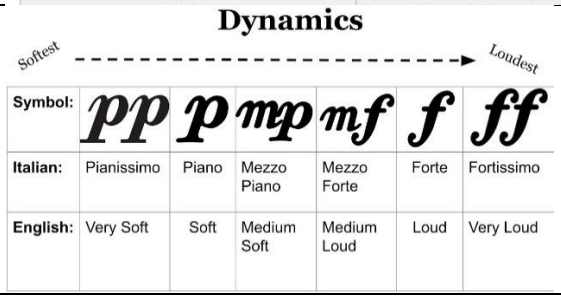
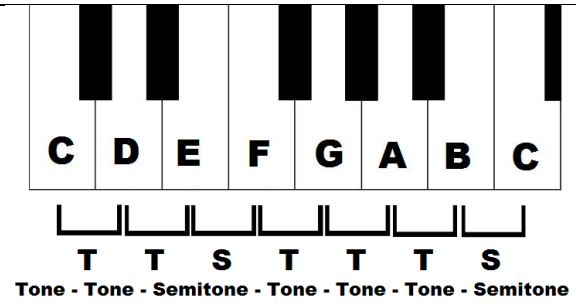
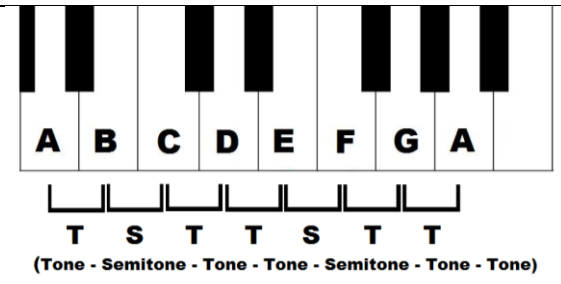
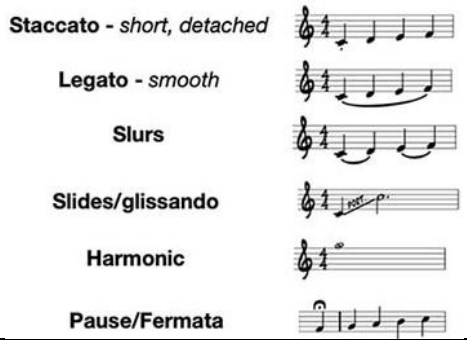
1) Name 10 **foods**	**Blumenkohl** (cauliflower), **Hähnchen** (chicken), **Rindfleisch** (beef), **Schweinefleisch** (pork), **Birne** (pear), **Erbsen** (peas), **Erdbeeren** (strawberries) **Zwiebeln** (onions), **Käse** (cheese) **Brötchen** (bread rolls)
2) Name 5 **drinks**	**Milch** (milk), **Apfelsaft** (apple juice), **Rotwein** (red wine), **Sprudel** (sparkling water), **heiße Schokolade** (hot chocolate)
3) Name 5 **school subjects**	**Geschichte** (History), **Erdkunde** (Geography), **Kunst** (art), **Naturwissenschaften** (science), **Informatik** (technology)
4) Name 10 things about the **weather**	**Die Wettervorhersage** (weather forecast), **neblig** (foggy), **wolkig** (cloudy), **wechselhaft** (changeable), **es friert** (it's freezing), **es schneit** (it's snowing), **es regnet** (it's raining), **Schnee** (snow), **bewölkt** (overcast), **Es gibt Gewitter** (there are storms)
5) Name 10 double digit **numbers**	**zwölf** (12), **siebzehn** (17), **einundzwanzig** (21), **dreiunddreißig** (33), **vierundvierzig** (44), **fünfzig** (50), **siebenundsechzig** (67), **siebzig** (70), **siebenundsiebzig** (77), **Hundert** (100)
6) Name 10 **hobbies**	**lesen** (to read), **turnen** (to do gymnastics), **laufen** (to run), **klettern** (to climb), **wandern** (to walk/hike), **segeln** (to go sailing), **Radfahren** (to ride a bike), **Schach spielen** (to play chess), **Berg steigen** (to climb mountains), **tanzen** (to dance), **faulenzen** (to do nothing)
7) Name 10 **jobs**	**Apotheker(in)** (chemist), **Arzt/Ärztin** (doctor), **Dolmetscher(in)** (interpreter), **Kellner(in)** (waiter), **Klempner(in)** (plumber), **Lehrer(in)** (teacher), **Krankenpfleger/Krankenschwester** (nurse), **Schauspieler(in)** (actor/actress), **Verkäufer(in)** (shop assistant), **Friseur/ Friseuse** (hairdresser)
8) Name 10 physical **description words**	**Augen** (eyes), **schwarz** (black), **kurz** (short), **lang** (long), **glatt** (straight), **lockig** (curly), **schlank** (slim), **hübsch** (pretty), **eine Brille** (glasses), **Bart (beard)**
9) Name 10 **adjectives** to describe **personality**	**fleißig** (hardworking), **frech** (cheeky), **langweilig** (boring), **locker** (laid-back), **lustig** (funny), **modisch** (fashionable), **selbstbewusst** (self-confident), **unterhaltsam** (entertaining), **faul** (lazy), **abenteuerlustig** (adventurous)
10) Name 10 items of **clothing**	**Rock** (skirt), **Hose** (trousers), **Kleid** (dress), **Hemd** (shirt), **Mantel** (coat) **Krawatte** (tie), **Jacke** (jacket), **Sportschuhe** (trainers), **Stiefel** (boots), **Hausschuhe** (slippers)
11) Name 10 **countries**	**Deutschland** (Germany), **Frankreich** (France), **die Schweiz** (Switzerland), **Großbritannien** (Great Britain), **Österreich** (Austria), **Spanien** (Spain), **Schottland** (Scotland), **Irland** (Ireland), **Griechenland** (Greece), **Italien** (Italy)
12) Name 5 modes of **transport**	**mit der Fähre** (by ferry), **mit dem Flugzeug** (by plane), **mit dem Zug** (by train), **mit dem Auto** (by car), **mit dem U-Bahn** (by underground)
13) Name 10 **places in the town**	**Rathaus** (town hall), **Bahnhof** (station), **Apotheke** (chemist), **die Post** (post office), **Laden** (shop), **Marktplatz** (market place), **Museum** (museum), **Theater** (theatre), **Kaufhaus** (department store), **Einkaufszentrum** (shopping centre)
14) Name 5 **false friends**	**Dom** (cathedral), **Chips** (crisps), **Brand** (fire), **Chef** (boss), **groß** (big)
15) Name 5 **connectives**	**weil** (because), **da** (because), **obwohl** (although), **aber** (but), **sondern**

	(however)
16) Name 5 **opinion phrases**	**Ich finde…** (I think), **Ich denke, dass…** (I think that), **Ich meine, dass…** (I think that) **Ich bin der Meinung, dass…**(I'm of the opinion, that…), **Meiner Meinung nach... +verb** (In my opinion...)
17) Name 5 **intensifiers/ qualifiers**	**sehr** (very), **ziemlich** (quite/fairly), **ganz** (completely) **echt** (really), **wirklich** (really)
18) Name 5 positive and 5 negative **adjectives**	**toll** (great), **prima** (great), **klasse** (great/super), **wunderbar**(wonderful), **fantastisch** (fantastic), **nicht gut**(not good), **schlimm**(bad), **schlecht** (bad), **schrecklich** (dreadful), **furchtbar** (awful)
19) Name 3 **present tense time phrases**	**heute** (today), **diese Woche** (this week), **dieses Jahr** (this year)
20) Name 5 **past tense time phrases**	**Gestern** (yesterday), **vor zwei Wochen/Monate** (2 weeks/months ago), **letztes Jahr** (last year), **letzten Sommer** (last Summer), **In der Vergangenheit** (in the past)
21) Name 5 **future tense time phrases**	**Morgen** (tomorrow), **am Montag** (on Monday), **am Wochenende** (at the weekend), **nächstes Jahr** (next year), **In der Zukunft** (in the future)
22) Name 5 **question words**	**was**(what), **wo**(where), **wer**(who), **warum**(why), **welche**(which)
23) Name 5 **directions**	**rechts** (right), **links** (left), **geradeaus** (straight on), **bis zur Ampel** (up to the lights), **nehmen Sie die erste Straße links** (take the first street on the left)
24) Name 10 verbs in the **present tense** 'I' form	**Ich gehe** (I go), **ich mache** (I do), **ich spiele** (I play), **ich sehe fern** (I watch tv), **ich fahre Rad** (I ride my bike), **ich höre** Musik (I listen to music), **ich esse** (I eat), **ich treffe Freunde** (I meet friends), **ich mag** (I like), **ich tue nichts** (I do nothing)
25) Give the full **present tense** conjugation of the verb **gehen**	**Ich gehe, du gehst, er/sie/es/man geht, wir gehen, ihr geht, Sie gehen, sie gehen** (I go, you go, he/she/it/one goes, we go, you go, you go (polite), they go)
26) Give the full **present tense** conjugation of the verb **haben**	**Ich habe, du hast, er/sie/es/man hat, wir haben, ihr habt, Sie haben, sie haben** (I have, you have, he/she/it/one has, we have, you have, you have (polite), they have)
27) Give the full **present tense** conjugation of the verb **sein**	**Ich bin, du bist, er/sie/es/man ist, wir sind, ihr seid, Sie sind, sie sind** (I am, you are, he/she/it/one is, we are, you are, you are (polite), they are)
28) Give 10 verbs in the **perfect tense** that use **haben**	**Ich habe gemacht** (I did)**, du hast gesehen** (you saw)**, er hat gespielt** (he played)**, sie hat gewohnt** (she lived)**, es hat ferngesehen** (it watched tv)**, man hat gelesen** (one read)**, wir haben gegessen** (we ate)**, ihr habt geschrieben** (you wrote)**, Sie haben getrunken** (you drank (polite)**, sie haben gearbeitet** (they worked)
29) Give 5 verbs in the **perfect tense** that use **sein**	**gehen** - **Ich bin gegangen** (I went), **fahren** - **Ich bin gefahren** (I went/travelled), **laufen** - **Ich bin gelaufen** (I ran), **schwimmen** - **Ich bin geschwommen** (I swam) , **bleiben** - **Ich bin geblieben** (I stayed)
30) Give the full **perfect tense** conjugation of the verb **gehen**	**Ich bin gegangen, du bist gegangen, er/sie/es/man ist gegangen, wir sind gegangen, ihr seid gegangen, Sie sind gegangen, sie sind gegangen** (I went, you went, he/she/it/one went, we went, you went, you went(polite), they went)
31) Name 5 verbs in the **imperfect tense** Ich form	**Ich war** (I was), **Ich hatte** (I had), **Ich ging** (I went), **Ich fand** (I found), **Es gab** (there was)

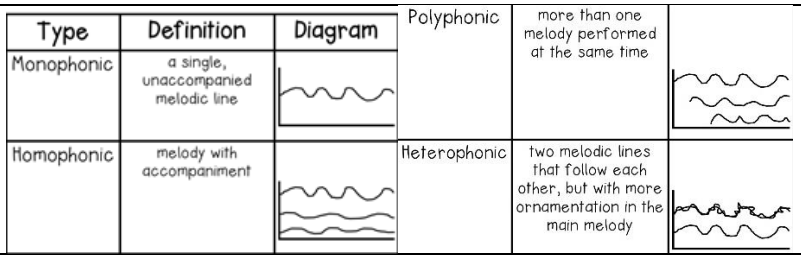
32) Give the full conjugation of **sein** in the **imperfect tense**	**Ich war, du warst, er/sie/es/man war, wir waren, ihr wart, Sie waren, sie waren** (I was, you were, he/she/it/one was, we were, you were, you were (polite) they were)
33) Give the full conjugation of **haben** in the **imperfect tense**	**Ich hatte, du hattest, er/sie/es hatte, wir hatten, ihr hattet, Sie hatten, sie hatten** (I had, you had, he/she/it had, we had, you had, you (polite) had, they had)
34) Give the full conjugation of **gehen** in the **imperfect tense**	**Ich ging, du gingst, er/sie/es/man ging, wir gingen, ihr gingt, Sie gingen, sie gingen** (I go, you go, he/she/it/one goes, we go, you go, you go(polite), they go)
35) Name 5 verbs in the **conditional** 'I' form	**Ich könnte** (I could), **Ich würde** (I would), **Ich möchte** (I would like), **Ich hätte** (I would have), **Ich dürfte** (I would be allowed)
36) Give the full conjugation of **werden (future tense)**	**Ich werde, du wirst, er/sie/es/man wird, wir werden, ihr werdet, Sie werden, sie werden** (I will, you will, he/she/it/one will, we will, you will, you will(polite), they will
37) Name 5 **reflexive verbs** to describe daily routine	**Ich wasche mich** (I wash), **Ich dusche mich** (I shower), **Ich ziehe mich an** (I get dressed), **Ich schminke mich an** (I put on make up), **Ich putze mir die Zähne** (I brush my teeth)
38) Name 5 **useful phrases**	**im Großen und Ganzen** (on the whole) / **im Allgemein** (in general) **Glücklicherweise** (luckily), **einerseits...andererseits** (on the one hand… on the other hand), **normalerweise** (normally)
39) Name 5 **negatives**	**nie/niemals** (never), **nicht** (not), **kein/keine** (no), **niemand**(no-one), **weder…noch** (neither…nor)
40) Describe a picture - **P A L M S**	**P - Auf dem Foto gibt es 4 Personen. A - Sie tragen /essen /trinken /arbeiten… L - Sie sind (im Park. in der Schule, im Supermarkt). Sie sehen glücklich aus. Das Wetter ist…(sonnig, wolkig, neblig etc)**
41) **It is fun** (present)	**Ich finde es lustig. Es macht Spaß.**
42) **It was fun** (past)	**Ich fand es lustig. Es hat Spaß gemacht. Ich habe es lustig gefunden.**
43) **It will be fun** (future)	**Es wird lustig sein. Es wird Spaß machen. Ich werde es lustig finden.**
44) **I like it. I liked it. I will like it.**	**Es gefällt mir. Es hat mir gut gefallen. Es wird mir gut gefallen.**
45) **If I had lots of money, I would/could…**	**Wenn ich viel Geld hätte, würde ich / könnte ich …**
46) **If I was older I would/could ...**	**Wenn ich älter wäre, würde ich / könnte ich…**
47) **If I could take a year out I would/could ...**	**Wenn ich ein Jahr frei nehmen könnte, würde ich / könnte ich…**
48) **If I was 17 years old, I would/could …**	**Wenn ich siebzehn Jahre alt wäre, würde ich / könnte ich ...**
49) **When I go to university, I'll study …**	**Wenn ich zur Universität gehe, werde ich …studieren.**
50) **I hope to pass my exams**	**Ich hoffe, meine Prüfungen zu bestehen!**

Music: Theory

	Question	Answer
1	What phrase do we use to remember where the notes fall on the piano?	C is to the left of the 2 left keys D in the doghouse
2	What are the gaps between tones and semitones?	A semitone is one step, a tone is two steps
3	What type of range is used for treble clef?	High range instruments, like violin, flute, soprano voice, etc. It is also known as the G clef.
4	What type of range is used for alto clef?	Used for mid-range instruments like the viola, also known as the C clef and it can move on the staff.
5	What type of range is used for bass clef?	Low range instruments, like tuba, double bass, etc. It is also known as the F clef.
6	What are the names of the accidentals?	
7	What is the key signature?	The sharps and flats that are written at the start of the piece, they tell you what notes should be flat and sharp throughout the entire piece and set the tonal centre.
8	What is the time signature?	The two numbers at the at the start of the music, the top number tells you how many beats are in the bar, the bottom number tells you the type of note that gets the beat.
9	When counting in simple time what do you use?	# e and a
10	When counting in compound time you use?	# and a, in compound time 3, 6, 9, or 12 are usually the top number.
11	What is the rhythm tree?	
12	What phrase to we use to remember the names of the notes in the spaces in treble clef?	FACE in the Space
13	What phrase to we use to remember the names of the notes on the lines in treble clef?	Every Good Boy Deserves Fudge
14	What phrase to we use to remember the names of the notes in the spaces in bass clef?	All Cows Eat Grass

15	What phrase to we use to remember the names of the notes on the lines in bass clef?	Good Boys Deserve Fudge Always
16	How does a dot change the note value?	It extends the length of the note. You take the original value of the note and divide it on half and add it to the original note value
17	What does a tie do?	A tie turns two notes into one, often over a barline
18	What are triplets?	Three equal notes played in the time of two
19	What is tempo?	The speed of the music, measured in beats per minute
20	What are some of the terms used for tempo?	
21	What are dynamics?	
22	What is articulation?	The way a note starts and ends
23	How does a major scale sound?	Bright and Cheery
24	How does a minor scale sound?	Mournful. There are two kinds of minor scales, Harmonic and Melodic
25	What is the order of tones and semitones in a major scale?	
26	What is the order of tones and semitones in a minor scale?	

Tempo Marking	Definition
Prestissimo	Very Very Fast (>200bpm)
Presto	Very Fast (168-200bpm)
Allegro	Fast (120-168bpm)
Moderato	Moderately (108-120bpm)
Andante	Walking Pace (76-108bpm)
Adagio	Slow and Stately (66-76bpm)
Lento/Largo	Very Slow (40-60bpm)
Grave	Slow and Solemn (20-40bpm)

<table>
<tr><td>27</td><td>How is a harmonic minor scale different?</td><td>It has a raised 7th going both up and down, otherwise it is the same as a natural minor.</td></tr>
<tr><td>28</td><td>How us a melodic minor scale different</td><td>It has a raised 6th and 7th going up, but is then a natural minor going down.</td></tr>
<tr><td>29</td><td>What is the phrase used to figure out sharps and flats?</td><td>Father Charles Goes Down And Ends Battle</td></tr>
<tr><td>30</td><td>What does the circle of fifths table look like?</td><td>
<table>
<tr><td colspan="7">← Flats</td><td></td><td colspan="7">Sharp →</td></tr>
<tr><td>C♭</td><td>G♭</td><td>D♭</td><td>A♭</td><td>E♭</td><td>B♭</td><td>F</td><td>C</td><td>G</td><td>D</td><td>A</td><td>E</td><td>B</td><td>F#</td><td>C#</td></tr>
<tr><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr>
<tr><td>a♭</td><td>e♭</td><td>b♭</td><td>f</td><td>c</td><td>g</td><td>d</td><td>a</td><td>e</td><td>b</td><td>f#</td><td>c#</td><td>g#</td><td>d#</td><td>a#</td></tr>
</table>
</td></tr>
<tr><td>31</td><td>What are modes?</td><td>Variation of musical scales, can choose any normal scale but start on a different note of the scale, makes it sound different, each mode has a different name.</td></tr>
<tr><td>32</td><td>What is a pentatonic scale?</td><td>A pentatonic scale is a 5 note scale, A major pentatonic scale used scale degrees 1, 2, 3, 5, 6 and a minor pentatonic use 1, 3, 4, 5, 7</td></tr>
<tr><td>33</td><td>What Is a whole tone scale?</td><td>Has no semitones, every step is a tone, there are 6 notes in a whole tone scale.</td></tr>
<tr><td>34</td><td>What is a chromatic scale?</td><td>It is all semitone scale, easy on a piano as you use every black and white key.</td></tr>
<tr><td>35</td><td>What is a melodic interval?</td><td>When notes move from one note to another, describes melody, either conjunct or disjunct.</td></tr>
<tr><td>36</td><td>What is a harmonic interval?</td><td>When two notes are played at the same time, describes harmony.</td></tr>
<tr><td>37</td><td>How do you figure out the name of an interval?</td><td>Count the number of semitones that are in the interval.
Chart 1: Basic Intervals
<table>
<tr><th>Interval</th><th>Interval Name</th><th>Interval Abbreviation</th><th>Half Step Count</th></tr>
<tr><td>C > C</td><td>Perfect Unison</td><td>P1</td><td>0</td></tr>
<tr><td>C > Db</td><td>Minor Second</td><td>m2</td><td>1</td></tr>
<tr><td>C > D</td><td>Major Second</td><td>M2</td><td>2</td></tr>
<tr><td>C > Eb</td><td>Minor Third</td><td>m3</td><td>3</td></tr>
<tr><td>C > E</td><td>Major Third</td><td>M3</td><td>4</td></tr>
<tr><td>C > F</td><td>Perfect Fourth</td><td>P4</td><td>5</td></tr>
<tr><td>C > F#</td><td>Augmented Fourth</td><td>aug4 or +4</td><td>6</td></tr>
<tr><td>C > G</td><td>Perfect Fifth</td><td>P5</td><td>7</td></tr>
<tr><td>C > Ab</td><td>Minor Sixth</td><td>m6</td><td>8</td></tr>
<tr><td>C > A</td><td>Major Sixth</td><td>M6</td><td>9</td></tr>
<tr><td>C > Bb</td><td>Minor Seventh</td><td>m7</td><td>10</td></tr>
<tr><td>C > B</td><td>Major Seventh</td><td>M7</td><td>11</td></tr>
<tr><td>C > C</td><td>Perfect Octave</td><td>P8</td><td>12</td></tr>
</table>
</td></tr>
<tr><td>38</td><td>What is a chord?</td><td>Chords are made up of a set of intervals played at the same time</td></tr>
<tr><td>39</td><td>How do you build a major triad?</td><td>Count 4 semitones and then 3 semitones.</td></tr>
<tr><td>40</td><td>How do you build a minor triad?</td><td>Count 3 semitones and then 4 semitones.</td></tr>
<tr><td>41</td><td>What are 7th chords?</td><td>A 7th chord adds a fourth note a 7th above the root.</td></tr>
<tr><td>42</td><td>What are chord inversions?</td><td>Chord inversions change the order that the notes in the chord are played in, helps with voice leading and creating smoother sounding music.</td></tr>
<tr><td>43</td><td>What are cadences?</td><td>Cadences are used to emphasis the end of a phrase.
<table>
<tr><th></th><th>Cadence</th><th>Chords</th></tr>
<tr><td rowspan="2">FINISHED</td><td>Perfect/Authentic</td><td>V-I</td></tr>
<tr><td>Plagal</td><td>IV-I</td></tr>
<tr><td rowspan="2">UNFINISHED</td><td>Imperfect</td><td>I-V, II-V, IV-V</td></tr>
<tr><td>Interrupted/Deceptive</td><td>V-VI</td></tr>
</table>
</td></tr>
<tr><td>44</td><td>What is modulation?</td><td>Modulation means going to a different key within a song, this can be done using a pivot chord or abruptly</td></tr>
<tr><td>45</td><td>What is musical texture?</td><td>Musical texture is the number of layers within music and how they work together.</td></tr>
</table>

		
46	What is timbre/sonority?	The way different instruments sound, tone quality, airy, brassy, mellow, etc.
47	What are the family of instruments in the orchestra?	Strings: Violin, Viola, Cello, Double Bass Woodwind: Piccolo, Flute, Clarinet, Oboe, Bassoon Brass: Trumpet, French Horn, Trombone, Tuba Percussion: Pitched or Unpitched
48	What is conjunct and disjunct movement?	Conjunct movement is stepwise melody, sounds smooth. Disjunct movement has leaps more than a major 2nd, sounds jumpy.
49	What is triadic and scalic melody?	Triadic melody moves between the notes of the triad in any order. Scalic used the notes of the scale in the correct order
50	What is Call and Response?	Takes part between two groups, one group plays a short phrase and then it is answered by the other.

Health and Social Care

1	Name two types of care settings in the Health and Social Care sector.	Health care settings are those that provide clinical or medical interventions, e.g. hospitals, GP surgeries (1). Social care settings are those that support individuals with daily living, e.g. care homes, day centres (1).
2	What is meant by the term "equal and fair treatment" in relation to service users' rights?	Equal and fair treatment means that every service user is treated the same, with dignity and respect, regardless of their individual characteristics like age, disability, or cultural background (1).
3	State one benefit to a service user's emotional well-being when their rights are maintained.	Feeling valued and respected increases self-esteem (1).
4	Identify two benefits for a service user of having person-centred values applied in their care.	Improves the quality of care being given (1). Maintains or improves their quality of life (1).
5	Explain two effects on a service user's health and well-being if person-centred values are *not* applied.	Physical: A service user could suffer from illness due to neglect of dietary needs or medication (1). Emotional: They might feel undervalued, leading to low self-esteem or depression (1).
6	Define the term "active listening" and explain why it is important in a health and social care setting.	Definition: Active listening involves fully focusing on the speaker, showing interest and understanding via verbal and non-verbal cues (1). Reason: It ensures service users feel valued and understood, building trust in their care provider (1).
7	State two examples of safety procedures or measures used to reduce risks in a health or social care setting. For each example, briefly describe how it helps to protect service users.	Staff training on moving and handling prevents injuries when assisting service users (1). Risk assessments ensure hazards are identified and minimised, keeping environments safe (1).
8	What is safeguarding, and why is it particularly important for vulnerable groups in health and social care settings?	Safeguarding involves protecting individuals, especially vulnerable people, from harm, abuse, or neglect (1). Vulnerable groups, such as children or older adults, may depend on others for their safety, making them more at risk (1).
9	Identify one special method of communication and explain how it supports service users in a care setting.	Method: British Sign Language (1). Explanation: It enables service users with hearing impairments to communicate effectively, ensuring their needs and preferences are understood (1).
10	Describe how maintaining confidentiality in health and social care settings benefits service users' emotional well-being.	Maintaining confidentiality helps service users feel secure, as they know their personal information is safe (1), and it builds trust in the care they receive (1).
11	Identify one type of health care setting.	Hospital GP surgery Dental clinic Care home with nursing (Other correct health care settings can also be credited.) (1)

12	Give one example of a right that a service user has when accessing care.	The right to choose The right to confidentiality The right to equal and fair treatment The right to consultation The right to protection from abuse and harm (1)
13	State two benefits to a service user's self-esteem when their rights are maintained.	Feeling valued Feeling respected Building trust in the care services Feeling in control of their lives (2)
14	State two effects on a service user's social wellbeing if person-centred values are not applied in a care setting.	Feeling lonely Becoming withdrawn Lack of social interaction Feeling excluded (2)
15	Describe how the provision of mobility aids in a care setting can improve a service user's quality of life.	Promote independence (e.g., being able to move around the house). Reduce the risk of falls or injuries. Allow the service user to participate in activities they enjoy. (1)
16	Explain how effective active listening skills can empower service users in a healthcare setting.	Allows service users to feel heard, respected, and valued. Encourages the service user to share concerns or opinions confidently. Helps staff understand the service user's needs accurately, leading to better care provision. (1)
17	Explain two physical effects on a service user if infection prevention measures are not followed in a care setting.	Increased risk of infections (e.g., MRSA) leading to illness. Pain or discomfort from untreated infections. Illness may worsen due to secondary complications. Dehydration from lack of proper fluids if cross-contamination occurs. (2)
18	Explain two ways that safeguarding policies protect vulnerable service users in care settings.	Ensure that potential cases of abuse are reported and addressed, reducing risk of harm. Provide a clear policy that care practitioners must follow, ensuring consistent safeguarding. Help practitioners recognise signs of harm and act appropriately. Set clear responsibilities for a Designated Safeguarding Lead (DSL). (2)
19	Discuss the importance of clear communication (both verbal and non-verbal) in building trust between care staff and service users.	Verbal communication techniques (e.g., appropriate vocabulary, tone, empathy) demonstrate respect and understanding. Non-verbal skills (e.g., making eye contact and positive body language) show interest and attentiveness. Clear communication ensures service users can express needs or concerns. This leads to reassurance and builds confidence in the care provided. Miscommunication can lead to mistrust and service users feeling neglected or disrespected. (1)
20	Evaluate the impact on a service user if their right to equal and fair treatment is not met in a healthcare or social care setting.	Lack of fairness can lead to feelings of exclusion, low self-esteem, and frustration. May worsen pre-existing physical or mental health conditions. Leads to loss of trust in the care service and fear of accessing care. Could result in reduced opportunities for independence and self-reliance. Service users might feel undervalued and disrespected, damaging their overall wellbeing. Can breach legal and ethical obligations, such as the Equality Act 2010, leading to broader consequences. (1)

21	Define the term "person-centred care."	Person-centred care refers to providing care that respects and responds to the preferences, needs, and values of the individual. (1)
22	Give one example of a health care setting and one example of a social care setting.	Example of a health care setting: a hospital or GP surgery. Example of a social care setting: a care home, foster care, or day care centre. (1)
23	State two rights that service users are entitled to in a care setting.	Right to choice. Right to confidentiality. (1)
24	Explain two benefits to service users when their rights are upheld.	Empowerment: When rights are maintained, service users feel more confident to make decisions about their care. High self-esteem/feeling valued: Recognising rights can make service users feel respected and important. (2)
25	Identify two effects on a service user's emotional health if person-centred values are not applied and explain how each effect might impact them.	Low self-esteem: The individual may feel inadequate or undervalued, reducing their confidence. Depression: If their values are ignored, the person may feel frustrated or hopeless. (2)
26	Describe two ways safeguarding procedures in a care setting protect vulnerable service users.	DBS checks: Ensure staff are suitable to work with vulnerable groups. Safeguarding policy: Provides guidelines for recognising and reporting abuse. (2)
27	What is meant by the term "active listening"? Provide two skills involved in active listening.	Active listening: Fully focusing on, understanding, and responding appropriately to what someone is saying. Skills: e.g., maintaining eye contact, summarising what the speaker has said. (2)
28	Identify two examples of personal hygiene measures that care workers should follow to prevent the spread of infection.	Washing hands correctly and regularly. Wearing appropriate personal protective equipment (PPE) such as gloves or aprons. (2)
29	Explain two ways effective communication supports the rights of service users in a care setting.	Empowerment: Encourages individuals to express themselves and make decisions about their care. Feeling valued and respected: Using clear communication shows individuals that their opinions matter. (2)
30	Describe how failing to safeguard a child in a care setting could result in three negative impacts on their health and wellbeing. Include one physical, one emotional, and one social effect in your answer.	Physical effect: The child may experience injuries or lack of necessary treatment, such as malnutrition. Emotional effect: Neglect could lead to the child feeling scared, anxious, or developing depression. Social effect: The child may feel isolated, struggle to develop social skills, or withdraw from others. Clear expansion of points, such as linking the effect to an overall lack of safeguarding, is needed for the fourth mark. (3)
31	Briefly explain two ways safeguarding procedures protect vulnerable service users in care settings.	Staff trained in safeguarding are aware of how to recognise and respond to signs of abuse or harm, reducing risks to service users. DBS checks prevent unsuitable individuals from being employed, ensuring a safer environment. (2)

32	Explain one way that effective communication skills, such as active listening, can build trust between a service user and a health care practitioner.	Active listening reassures the service user that their thoughts and feelings are being taken seriously. This builds trust as the service user feels respected and understood, leading to improved relationships with care staff. (1)
33	Identify two examples of personal protective equipment (PPE) used by care workers to prevent the spread of infection.	Disposable gloves Face masks (2)
34	Give one example of a security measure that protects staff and service users in a health care setting.	ID lanyards for staff and visitors Controlled access using swipe cards or door buzzers (1)
35	Outline one intellectual effect and one social effect that might occur if safeguarding procedures are not followed in a residential care home.	Intellectual effect: Loss of concentration due to feeling unsafe or unsupported. Social effect: The service user may become withdrawn and isolated if they fear harm from others in the setting. (1)
36	Explain three benefits for service users when the person-centred values are followed in their care.	Service users feel valued and respected as their individual needs and preferences are prioritised. Promotes empowerment by giving them control over decisions about their care, improving self-esteem. Leads to better quality care as services are tailored to meet their specific requirements, ensuring their physical and mental health needs are met. (3)
37	Identify and explain four measures care practitioners can take to prevent the spread of infection in health and social care settings.	Regular handwashing minimises the transfer of germs and bacteria Wearing PPE, such as gloves and aprons, creates a barrier between the practitioner and potential contamination Cleaning and disinfecting surfaces promptly reduces the risk of cross-contamination Safe disposal of waste—e.g., using sealed bins—ensures that infectious materials are isolated (4)
38	Describe how both verbal and non-verbal communication skills can be used effectively by care practitioners to meet the needs of service users. Provide one example for each.	Verbal: Use of a calm tone and appropriate vocabulary ensures service users can understand instructions or information, e.g., explaining medication clearly Non-verbal: Maintaining eye contact and using positive body language demonstrates attentiveness and respect during interactions, e.g., during a consultation (2)
39	Explain how clear and effective communication by a care practitioner can reassure service users in health and social care settings.	Using clear speech and avoiding jargon makes service users feel informed Active listening shows practitioners understand the service user's needs/concerns A calm tone and pace can reduce anxiety and help the service user feel relaxed and valued (1)
40	Describe one physical, one emotional, and one social effect on a service user if person-centred values are not applied in their care.	Physical effect: Pain or worsening medical condition if their care needs (e.g. medication) are not met Emotional effect: Feeling undervalued or experiencing low self-esteem Social effect: Becoming isolated due to lack of inclusion or appropriate support (1)

41	Identify two person-centred values that should be applied in health and social care settings.	Respect and dignity Promoting independence Collaboration with the service user Empowerment (2)
42	State how a care worker can adapt communication to suit needs of an individual.	Emphasise/ stress important words; slow pace; increase tone; repeat; use gestures; use flash cards; use aids of communication; use specialist communication; technological aids (1)
43	State how a care worker can use vocabulary that can be understood.	No jargon; specialist terminology; age appropriate vocabulary; simplified language; interpreters/ translators (1)
44	Define the term empower.	To give someone the authority or control to do something. The way a health, social care or early year's worker encourages an individual to make decisions and to take control of their own life. (1)
45	Define self-esteem	How much someone values themselves and the life they live. High self-esteem is associated with people who are happy and confident. An individual with low self-esteem experiences feelings of unhappiness and worthlessness. (1)
46	Define the term diversity	Recognising and appreciating differences. Valuing diversity means accepting and respecting individual differences such as faith, diet, ethnicity and customs. (1)
47	What does the term legislation mean?	A collection of laws passed by Parliament, which state the rights and entitlements of the individual. Law is upheld through courts. (1)
48	What role does a Family support worker have?	Working with another professional to plan and provide the support your family/client's needs. (1)
49	Give a reason why people may see their doctor.	Mental health issues such as depression; illness such as chest infection, etc. (1)
50	State a health care practitioner	Dentist, GP, Nurse, etc. (1)