



SMITHDON HIGH SCHOOL

HUNSTANTON

Work hard, be kind and smile

 West Norfolk
Academies Trust

50 Questions

GCSE

2025 to 2027

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English Literature - A Christmas Carol

| 50 (or so) things you need to know about 'A Christmas Carol' | |
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| 1. Where is Scrooge when we first see him and why is this significant to understanding Dickens' protagonist? | Scrooge is in his counting house, which allows Dickens to demonstrate Scrooge's obsession with his business and his money. |
| 2. In the opening stave, we learn that this character has died. What was his connection to Scrooge? | Jacob Marley died (seven years ago); he is Scrooge's business partner. |
| 3. Which relation to Scrooge visits him and how does Scrooge react? | Scrooge's nephew, Fred, visits to invite Scrooge over for Christmas. Scrooge rejects the invitation. He is hostile. |
| 4. Which two characters, introduced by the second spirit, does Dickens use to symbolise the suffering of the poor? | Ignorance and Want symbolise the suffering of the poor. |
| 5. What might Tiny Tim's illness tell us about life for the poor in the Victorian era? | Tiny Tim's illness is most likely to be rickets or tuberculosis, both of which were more likely to be suffered by people living in poverty due to their poor diets and cramped conditions. Dickens suggests that we might reduce the incidence of these diseases if we gave poorer people more support. |
| 6. The Cratchits still celebrate Christmas despite the fact they have so little money. Why does Dickens include this episode? | Dickens shows us the Cratchits' Christmas celebrations to remind us that family and love can still be celebrated, even in the midst of poverty. They are more important than money. |
| 7. How does Dickens use the present to teach Scrooge about other people? What does he learn? | Seeing the present makes Scrooge notice other people and how they live. He realises there are more important things in life than money. |
| 8. What sins does Dickens suggest Scrooge has committed against Bob Cratchit? | Scrooge has treated Bob Cratchit badly by demanding so much of him, speaking disrespectfully to him and underpaying him. He has even denied him the warmth of a proper fire. |
| 9. What sins does Dickens suggest Scrooge has committed against people living in poverty? | Scrooge refuses to give money to charities which support people living in poverty. |
| 10. What important values, associated with Christmas, does the novella suggest we should all live by? | The values of kindness, generosity and forgiveness are probably the most important in the novella. Redemption is also important. |

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| 11. Why did Dickens set the story so that it takes place at Christmas time? | Dickens wanted us to take the Christian values we associate with Christmas and live by them every single day. It starts at Christmas but Scrooge's change in character lasts forever and he expresses kindness and generosity every day. |
| 12. Why did Dickens call the novella, A Christmas Carol? | It is called, A Christmas Carol, because Dickens meant for it to be shared and passed on, like a song (perhaps even like the gospels of the Bible). |
| 13. Why does Dickens include the episode where Fred visits Scrooge at the start of the novella? | Fred visits Scrooge, as he does every year, to invite him to spend Christmas with him. He keeps doing this even though Scrooge always refuses. |
| 14. Why does Dickens write that Fred drinks to Scrooge's health even though he dislikes Scrooge's behaviour? What does it say about Fred? | He drinks to Scrooge's health because Dickens is using Fred as an example of a kind and generous person. He displays good Christian values of forgiveness and kindness at all times, even when it is difficult. |
| 15. How does Dickens have Fred react when Scrooge turns up to celebrate Christmas with him at the end of the novella, and what does that say about him as a person? | Fred welcomes Scrooge and accepts him as a reformed character. This is because he is constructed by Dickens to exemplify good Christian behaviour. |
| 16. What does Scrooge do at the end of the novella that allows Dickens to show Scrooge is a reformed character? | Scrooge buys the Cratchit family a turkey. He also raises Bob's salary. |
| 17. Which line does Dickens include to show that Scrooge's change was permanent and he never went back to his old ways? | Dickens writes, 'Scrooge was as good as his word', which tells us his change was genuine. |
| 18. How does Dickens characterise Bob's behaviour toward his children? | Bob is very kind to his children. He is Dickens' example of an excellent, loving father. |
| 19. Scrooge is described as being 'as solitary as an _____. ' Why does Dickens use this simile? | Scrooge is described as being, 'as solitary as an oyster.' The simile, 'as solitary as an oyster' portrays Scrooge as appearing hard, like an oyster shell, but also hints that there may be a pearl of goodness or wisdom hidden behind Scrooge's aloofness. |
| 20. How does Dickens characterise Bob's behaviour towards Scrooge? | Bob is submissive to his employer. He has to cope with Scrooge's behaviour because he cannot afford to lose his job. |
| 21. What does Dickens use light to symbolise? (The Ghost of Christmas Past) | The light symbolises the enlightenment the spirit brings to Scrooge. |

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| 22. Why does Dickens make the Ghost of Christmas Past appear to flicker and change? | The ghost may flicker to suggest time passing, or to suggest that each of us is made up of a whole history and many possible futures. We continue to carry the child in us throughout our lives and it influences who we become; time connects all our different 'selves' together. Or perhaps it just means that one life is really lots of different lives because we change so much over time. |
| 23. Why does Dickens write that Scrooge tries to extinguish the The Ghost of Christmas Past's light at the end of the stove? | Dickens has Scrooge try to extinguish the spirit's light at the end of the stove because it suggests he does not want to confront the powerful truth it shows him about his life. |
| 24. Why Does Dickens depict The Ghost of Christmas Present celebrating a great feast? | The Ghost of Christmas Present reminds us of the importance of connecting with others. His bounty symbolises the rich joy of a life spent in close harmony with other people. |
| 25. What does Dickens use the torch to symbolise? 26. (The Ghost of Christmas Present) | He carries a torch because light symbolises truth and goodness. It looks like a cornucopia to symbolise that living a life of kindness and generosity makes us feel rich; we do not need actual wealth as much as we need love and kindness. |
| 27. Why does The Ghost of Christmas Present only survive for the duration of the Christmas period? | The ghost symbolises the present so it cannot survive for long. Dickens suggests we should be conscious of each moment instead of letting life pass us by. |
| 28. Why does Dickens give The Ghost of Christmas Present a scabbard but no sword? | The scabbard without a sword symbolises lasting peace. |
| 29. Why does Dickens present The Ghost of Christmas Future as such a dark character, shrouded in mystery? | The spirit probably represents death; the Grim Reaper and is mysterious because death itself is a mystery to us. |
| 30. What does Dickens use The Ghost of Christmas Future's hand to symbolise? | The spirit's hand is initially pointing, suggesting he is commanding Scrooge and that he has formidable power. Hands also often symbolise action; the spirit wants Scrooge to act, to make a change in his own life. |
| 31. What does The Ghost of Christmas Future show Scrooge? | The spirit shows Scrooge a gravestone with 'Ebenezer Scrooge' written on it. |
| 32. Why does Dickens have The Ghost of Christmas Future remain silent? | The spirit may remain silent to add to its air of mystery, or its silence may symbolise that it is time for Scrooge to start listening to himself, to his own inner conscience. |
| 33. What does Dickens use the children, Ignorance and Want, to represent? | We are told that we should fear ignorance the most. |

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| 34. Why might it be that Dickens characterises Ignorance and Want as children rather than adults? | They represent the poor and downtrodden in Victorian society. |
| 35. Which of the two children, ignorance and want, does Dickens suggest we should fear the most? | They are characterised as children to encourage us to have greater sympathy for the poor and downtrodden. We are reminded that even dangerous criminals start off as innocent children who are only trying to survive. |
| 36. How does Dickens suggest Scrooge first reacts to Marley's ghost? | At first, Scrooge thinks his mind is playing tricks on him. |
| 37. Complete the quotation: 'I wear the _____ I forged in life.' | Marley says, 'I wear the chains I forged in life'. |
| 38. What messages does Dickens create for Marley to give to Scrooge? | Marley tells Scrooge that he must change or he too will end up suffering in the afterlife. He also tells him he will be visited by three spirits who will help him. |
| 39. What does Tiny Tim use to help him get around? | Tiny Tim uses a crutch to help him walk. |
| 40. How does Dickens use Tiny Tim to teach us about poor people in Victorian society? | Dickens uses his characterisation of Tiny Tim to remind us that the poor were particularly vulnerable to illnesses like rickets and tuberculosis. Tiny Tim may even represent child labourers who sometimes lost limbs in industrial accidents. |
| 41. How does Dickens characterise Tiny Tim's behaviour? | Tiny Tim is described as being, 'as good as gold' so that we see him as a lovely, likeable character, which creates more sympathy for his situation. |
| 42. Complete the description of Scrooge as a boy: 'a _____ boy ... reading near a _____ fire.' | Scrooge is described as, 'a lonely boy... reading near a feeble fire'. |
| 43. Which character sent Scrooge away to school? | Dickens writes that Scrooge's father sent him away to boarding school to help create sympathy for the character. |
| 44. How does Dickens describe Scrooge's schoolmaster? | The schoolmaster had a 'terrible voice' and 'glared'. |
| 45. What was the nature of Scrooge's relationship with Belle? | Dickens tells us that Scrooge and Belle were engaged. |
| 46. Why, does Dickens suggest, does Belle end her relationship with Scrooge? | Belle says that 'another idol has displaced' her. She means that Scrooge has become obsessed with money. |

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| 47. What does Dickens tell us about how Belle's life turned out in the end? | Belle is shown happily married with a family. |
| 48. What is the connection between Scrooge and Fezziwig | Fezziwig is Scrooge's former employer. |
| 49. How does Dickens suggest Scrooge reacts to seeing Fezziwig again? | Scrooge is very pleased to see Fezziwig again, exclaiming, 'why, it's old Fezziwig! Bless his heart'. |
| 50. How does Dickens use Fezziwig to teach us about how an employer should treat his employees? | Fezziwig is presented as a very different kind of employer to Scrooge. He is kind and generous to his employees. |
| 51. What is Scrooge's sister called? | Fan (It did not used to mean what it means today and was often a nickname for Frances.) |
| 52. What clues does Dickens give us that Scrooge's father was a difficult man? | When Scrooge is shown his memory of Fanny visiting him at school, she says, 'father is so much kinder than he used to be'. It suggests Scrooge's father had mistreated them in the past. |
| 53. Where did Scrooge's father send him and how does this help Dickens to construct Scrooge's character? How do we feel about Scrooge here? | Scrooge's father sent him away to boarding school. Constructive this background for Scrooge helps to create sympathy for the character. |

English Literature - JB Priestley's *An Inspector Calls*

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| 1. What is Priestley's main message about the class system? | Priestley's main message is that the class system is inherently unfair. The working classes are exploited by those with more power |
| 2. Who does Eva Smith represent | Eva represents all of the real life working class women who were suffering in similar circumstances. |
| 3. When is the play set and when was it written? | The play is set in 1912 but was written in 1945. |
| 4. How did the two World Wars affect the relationships between the working and middle classes? | Middle-class men and working-class men fought side by side during both wars, which helped to break down the barriers between them. Priestley hoped this could continue and that, one day, the class system would disappear. He knew that this would not be easy. |
| 5. Which women's movement encouraged women of means, like Sheila Birling, to become more independent? | The suffragette movement encouraged women to be more independent and campaigned for women's rights. |
| 6. In what way might <i>An Inspector Calls</i> be described as allegorical? | The characters are symbolic representations of the upper, middle and working classes. They may also symbolise specific sins that Priestley associated strongly with the middle classes. For example, Mr Birling might represent the sin of greed. |
| 7. How does Priestley suggest that the Birlings are trapped in a loop and that time will repeat itself? | The play is cyclical; the ending echoes the beginning. |
| 8. How are Mrs Birling and Sheila presented as quite different women? | Priestley suggests that Mrs Birling is more accepting of traditional values in which a woman must 'get used to' her husband working long hours. There is an implication here that she reflects a common attitude at the time: men's infidelity was to be tolerated, providing they did not get caught. Sheila breaks off her engagement with Gerald when she realises he was unfaithful. |

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| 9. Why does Priestley suggest Sheila is different to her mother? | Priestley characterises the women this way to suggest that middle class women's roles were changing and that wider societal change was possible through women like Sheila. |
| 10. Which characters accept responsibility for their actions towards Eva Smith? | Sheila and Eric accept responsibility for their actions and show willingness to change. |
| 11. What differences exist between those characters who are willing to accept responsibility and try to change and those who are not? | The older generation, represented by Mr and Mrs Birling, and the upper classes, represented by Gerald, are unwilling to change. Priestley suggests that hope for change lies with the younger generation of middle class men and women, who are less beholden to a rigid class system. |
| 12. What phrase does Priestley use when the Inspector suggests we are all connected to each other? | He says, 'we are members of one body'. The imagery is significant because it suggests that, just like a body, society is interconnected and all parts rely on, and are responsible to, all other parts. The middle and upper classes have a responsibility to the working classes, on whom they depend for their own survival and status. |
| 13. Why does Priestley suggest the older generation cannot change? | Priestley recognised how difficult it would be to bring about societal change. He seems to have believed that the older generation would struggle to imagine any other way of living. Life without a rigid hierarchy would seem impossible to them. |
| 14. What does 'hypocrisy' mean? | 'Hypocrisy' can be defined as 'claiming to have higher standards or more noble behaviour than is really the case.' |

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| 15. How is Gerald's behaviour hypocritical and why does Priestley characterise Gerald in this way? | <p>Gerald accuses Ole Joe Meggarty of being a 'notorious womaniser' when Gerald himself is guilty of the same sin.</p> <p>Priestley uses Gerald to represent all of the upper classes. He uses Gerald as an example of their inability to recognise their own failings.</p> |
| 16. Why does Mr Birling fire Eva Smith from his company? | Eva was not conforming; she was speaking out against low pay and demanding more money. This is why Mr Birling fired her. |
| 17. Why does Priestley characterise Mr Birling as someone who is hoping for a knighthood? | Priestley characterises Mr Birling as an example of a wealthy industrialist and social climber who wants to acquire higher status and more wealth. He is chiefly concerned with his reputation. |
| 18. How does Mr Birling respond at the end of the play when he, briefly, thinks it was all a hoax? | Mr Birling suggests that they will all have a 'good laugh' about it later. He seems to have learned nothing from the Inspector's visit |
| 19. How does Priestley characterise Mrs Birling's reaction when Sheila complains about Gerald working too hard? | Priestley characterises Mrs Birling as someone who believes women have to 'get used to' this behaviour. There is a subtle implication that she expects her daughter to tolerate his possible infidelity. |
| 20. How does Priestley suggest that Mrs Birling refuses to accept responsibility and is unlikely to ever change? | She says, 'I accept no blame for it at all.' She is referring to Eva's death. |
| 21. What upper middle-class values does Priestley suggest are important to Mrs Birling? | She exemplifies the belief that good manners and 'breeding' make the middle classes worthy of their high status and wealth, and the belief that the poor can be divided into those who deserve help (as a reward for conformity and obedience) and those who do not. |

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| 22. Why does Sheila have Eva sacked from the dress shop? | Priestley characterises Sheila as being jealous of Eva and thinks Eva is mocking her. She exemplifies the negative middle-class attitudes Priestley sought to expose. She feels jealous and uses her power over Eva, a working-class woman, to make herself feel better. She also initially fails to understand the seriousness of the consequences of her actions for Eva Smith. |
| 23. What language does Priestley use to suggest that Sheila is relieved and somewhat jubilant when she finally confronts Gerald about his infidelity? | Priestley describes her as looking at Gerald, 'almost in triumph.' |
| 24. How does the characterisation of Sheila give the audience hope for a fairer society in the future? | Sheila is characterised as someone who has the potential for change. She faces up to her responsibilities and shows us that such moral courage is possible. |
| 25. Which word is used by both Sheila and Eric, at different times, in reference to his drinking? Why is it an understatement? | Priestley uses the word, 'squiffy,' which is really a euphemism for what is quite a severe drinking problem. Priestley characterises the family as somehow wanting to ignore the truth. |
| 26. How is Eric characterised as self-indulgent and aggressive towards Eva? | Eric has sex with Eva despite knowing she does not really want him to. This constitutes rape. |
| 27. Where did Eric get the money he gave to Eva Smith? | Eric steals from his father's office. Priestley uses this as an example of how the upper middle classes may turn on one another in order to get themselves out of a difficult situation. |

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| 28. How is Eric presented as responding to the news that the Inspector may not have been a real policeman? | Eric is characterised as someone who, like his sister, feels remorse and wishes for social change. He says, 'why shouldn't they try for higher wages?' |
| 29. How is Gerald connected to the Birling family? | Gerald Croft is engaged to Sheila Birling. |
| 30. Who are Gerald's parents and what status does that give him? | Gerald's parents are Lord and Lady Croft, which makes him an upper class aristocrat. |
| 31. What does Gerald say about 'Old Joe Meggarty' which suggests he is characterised as lacking self-awareness? | Gerald describes Joe Meggarty as a 'notorious womaniser' when he himself is a womaniser. He has an affair with Eva while being engaged to Sheila. |
| 32. Why is Gerald characterised as being more like the older generation than the younger generation that he actually belongs to? | He is the only truly upper class character in the play and is used to exemplify what Priestley saw as their inability to ever change. They protect their own interests by maintaining the status quo. |
| 33. How and why does Priestley suggest the lighting should change when the Inspector arrives? | The lighting changes to 'pink and intimate' to 'brighter and harder' because Inspector Goole will 'shine a light' on the Birling family, meaning he will expose their secrets and lies. |
| 34. What structural device does Priestley use in the dialogue to show that the Inspector is able to take control of the conversation away from other characters? | Dashes are used to show that the Inspector interrupts other characters. They also interrupt each other but the Inspector seems to take control as and when he chooses. |

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| 35. What two lines does the Inspector say in his speech that sum up the message of the entire play? | 'We are members of one body. We are responsible for one another.' |
| 36. What theories are there about who or what the Inspector may really be? | For most of the play he is presented as a middle-class police Inspector. However, behind that façade, he may be the voice of God; the voice of the deceased Eva Smith; he may simply be seen as a moral conscience explaining Priestley's key message about ending social injustice. |
| 37. The audience never actually sees Eva Smith but what is her significance in the play? | Eva Smith is a central character. Everything revolves around her life story. She is Priestley's example of an exploited working-class woman and she represents other women like her. |
| 38. How does Eva take her own life? | She drinks disinfectant. This is likely to symbolise that she felt she had to be cleansed of sin. |
| 39. Put these in the right order: Eva is attacked by Eric; Eva has an affair with Gerald; Eva is fired by Mr Birling; Eva is fired because of Sheila. | Eva is fired by Mr Birling; Eva is fired because of Sheila; Eva has an affair with Gerald; Eva is attacked by Eric. |
| 40. Edna has only a very small role in the play but how is she presented? | Priestley characterises Edna as an obedient, dutiful servant to the Birling family. |
| 41. How might Priestley use Edna as a contrasting character to Eva Smith? | Edna is an example of what Mrs Birling would think of as 'deserving' poor. She conforms and serves, which is what Priestley suggests the middle classes demand from their working classes: subservience and conformity. She is used to subtly highlight how unusual Eva's behaviour was. |

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| 42. What does the conversation between Edna and Mrs Birling reveal about upper middle class interactions with servants? | Mrs Birling uses a calm, neutral tone with her servant. This is not particularly because she cares for Edna's feelings but probably more about presenting herself as a well-mannered middle class woman who deserves her wealth and power. |
| 43. How and why does Priestley create a cyclical structure? | The ending relates back to the beginning: a girl has just died and a police inspector is on his way. Priestley is suggesting that society is trapped in a never-ending loop, doomed to repeat its mistakes and continue the social injustice he protests against. |
| 44. In the opening stage directions, which details might suggest that, despite their wealth, the Birling are not a close, happy family? | The house is described as 'not cosy and homelike,' which suggests the family is not close |
| 45. How and why does Priestley say the lighting should change when the Inspector arrives? | Priestley suggests the lighting should change from, 'pink and intimate' to 'brighter and harder' to suggest the Inspector will reveal truths about the Birling family that they will have to confront. |
| 46. How is Eric described in the opening stage directions? | Eric is described as 'half-shy, half-assertive,' which may hint at the way Eric's confidence will grow; he becomes more confrontational to his father and mother. |
| 47. How might the symbolism of Eva's suicide connect to Priestley's message that 'we are members of one body'? | Priestley suggests that the body, meaning the whole of our society, also needs to be 'cleansed'. By this, Priestley means that British society needs to give up the class system and move to a fairer way of life. |
| 48. What device is being used when Mr Birling says, 'the Germans don't want war'? | This is dramatic irony, where the audience knows something that a character does not know. Priestley uses dramatic irony to undermine Birling's character. |

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| <p>49. What might Inspector Goole represent?</p> | <p>The Inspector is an important symbol in Priestley's allegory. He could be the voice of God; he could be Eva Smith's alter-ego; he is certainly a moral conscience.</p> |
| <p>50. Why does Priestley include supernatural elements in his play?</p> | <p>It may be that Priestley wanted to suggest that it would take a miraculous intervention to actually change society. He may even have hoped that suggesting we couldn't do it by ourselves would be provocative, and that our response would be to prove we could change by ourselves.</p> |

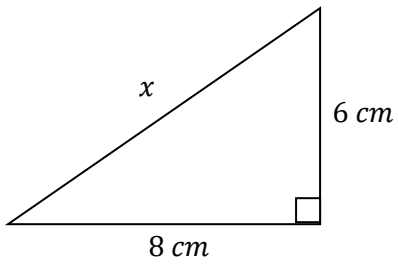
| 50 (or so) things you need to know about <i>Macbeth</i> | |
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| 1. When was <i>Macbeth</i> written, who was the monarch and what do we call this era? | It was written around 1606, King James I, Jacobean era. |
| 2. What was Shakespeare's Big Idea when he wrote <i>Macbeth</i> ? | In <i>Macbeth</i> , Shakespeare examines the destructive power of unchecked ambition. |
| 3. What is regicide and how was this crime viewed in the Jacobean era? | Murder of a king is called 'regicide' and it was considered to be crime against God. |
| 4. What is the Chain of Being? (also referred to as Natural Order) | The idea that things are fixed in a specific place in the universe and cannot be changed. |
| 5. In <i>Macbeth</i> , the "owls scream and the crickets cry" after Duncan's murder. What has been disturbed? | The natural order / chain of being |
| 6. Weather and nature are used to demonstrate that things are not following the Chain of Being in <i>Macbeth</i> . What is this called? | Pathetic fallacy |
| 7. What kind of setting does Shakespeare usually use when the witches are on stage? | Isolated and stormy. In Act 1, they appear on a 'heath' with 'thunder'. |
| 8. How does <i>Macbeth</i> begin? | With the witches who are planning when and where they will meet next. |
| 9. How is <i>Macbeth</i> presented at the beginning of the play? | <i>Macbeth</i> is initially presented as a brave and well respected man who led the Scottish army to victory over the Norwegian invaders. |
| 10. In <i>Macbeth</i> , what purpose do the witches serve? | Shakespeare constructs the witches to sow discord in the universe. |
| 11. What are the three things do the witches predict in Act 1? | <i>Macbeth</i> will be Thane of Cawdor, then 'king hereafter', and that Banquo will be the father of kings. They also hail <i>Macbeth</i> as Thane of Glamis, a title he knows he possesses. |
| 12. How does Lady <i>Macbeth</i> advise <i>Macbeth</i> to act around Duncan? | She tells him to 'look like th'innocent flower' which suggests that he should act normally and graciously around Duncan. |
| 13. How does Duncan reward <i>Macbeth</i> for his bravery? | Duncan appoints <i>Macbeth</i> as Thane of Cawdor. |
| 14. How does Duncan misjudge <i>Macbeth</i> ? | Duncan trusts <i>Macbeth</i> so he does not realise that <i>Macbeth</i> intends to betray him. |
| 15. Why is Banquo a threat to <i>Macbeth</i> ? | The witches predict that Banquo's sons will be kings which means <i>Macbeth</i> 's descendants will not be heir to the throne. |
| 16. Who says, 'Stars hide your fires, let not light see my black and deep desires.'? | <i>Macbeth</i> |
| 17. In Act 1, <i>Macbeth</i> says that a 'False face must hide what the false heart doth know.' What does this suggest? | This shows that appearances are not always the same as reality. |
| 18. Define fate. | Fate is the idea that everything that is going to happen is already decided so people can't change the future and aren't in control of what happens to them. |
| 19. Define free will. | Free will is the idea that people can choose their own destiny, or course of action, and are in control of their future. |

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| 20. What happens to disturb Macbeth's new found ambition to become King? | Duncan names his son, Malcom, Prince of Cumberland and heir to the throne of Scotland. Macbeth sees this as a "step on which I must fall down, or else o'erleap, for it lies in my way". |
| 21. How does Macbeth break the chain of being? | He murders Duncan. |
| 22. What sound 'invites' Macbeth to kill King Duncan? | A bell rings. Macbeth takes this as a signal to do the deed. Macbeth calls it a 'knell' which is telling as a knell is a funeral bell. |
| 23. Who are Malcom and Donalbain? | Malcolm and Donalbain are King Duncan's sons. |
| 24. What do Duncan's sons do when they learn of their father's death? | They flee: Malcolm goes to England; Donalbain goes to Ireland. |
| 25. How does the porter refer to the door of the castle? What does Shakespeare imply? | He calls it a 'hell-gate,' as if warning us the castle itself might be considered hell for those who enter. |
| 26. Why does Shakespeare include the porter scene after the murder of King Duncan and before his body is found? | The scene provides some comic relief amidst all the tension and darkness of the murder. Do not disregard it as unimportant. |
| 27. Who says 'there's daggers in men's smiles' and what does Shakespeare mean by this? | Malcolm says this after his father is murdered. He means everyone is pretending to be nice but one of his 'friends' is really a traitor. He just doesn't know which one. |
| 28. What three prophecies do the witches predict when Macbeth visits them in Act IV? | "beware Macduff, Beware the Thane of Fife", "none of woman born shall harm Macbeth", and "Macbeth shall never vanquished be until Great Birnam Wood to Dunsinane Hill shall come against him". |
| 29. How do the witches' second prophecies spur Macbeth's ambition? | The combination of these three prophecies make Macbeth feel invincible, but it is "none of woman born" that he puts the most faith into. |
| 30. What is foreshadowing? | Foreshadowing is a warning or an indication of a future event. |
| 31. How does Shakespeare use foreshadowing in <i>Macbeth</i> ? | Shakespeare explicitly foreshadows through the witches' prophecies. Shakespeare tells us what is going to happen but not how. |
| 32. What is iambic pentameter? | Also known as blank verse, iambic pentameter is the rhythm of the lines using stressed and unstressed syllables. |
| 33. Shakespeare typically uses iambic pentameter for which types of characters? | Shakespeare used iambic pentameter for people of higher status. |
| 34. Define rhyming couplet. | Two successive lines which rhyme. |
| 35. What is prose? | Prose has no rhyme or rhythm- it's 'normal' writing. |
| 36. What type of character usually speaks in prose? | It is used by lesser or lower status characters. |
| 37. List two characters who use prose (instead of verse) in <i>Macbeth</i> . | The Porter Lady Macbeth when she reads Macbeth's letter and when she is sleepwalking. |
| 38. Who kills Banquo? | Macbeth hires murderers to kill Banquo. |
| 39. Macbeth describes Fleance as a 'worm' which 'in time will venom breed.' What | This metaphor suggests that Macbeth sees Fleance as a threat because, although he is currently only a 'worm', he will have 'venom' in future. This shows that Macbeth thinks that Fleance might be a danger to him in the future and a threat to his position as king. |

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| does this metaphor suggest about how Macbeth views Fleance? | |
| 40. Give an example that shows how much Macbeth admires Lady Macbeth at the start of the play. | Macbeth addresses her as 'my dearest partner of greatness.' |
| 41. What is Lady Macbeth's opinion of her husband? | Lady Macbeth thinks Macbeth is weak and cowardly. She calls him, 'white,' and comments that he is 'too full o'th milk of human kindness'. |
| 42. Lady Macbeth sees femininity as weakness.' What evidence supports this statement? | She appeals to the spirits to 'unsex' her. She questions Macbeth's masculinity when he is unsure about killing Duncan. |
| 43. What is the significance of this line: 'Macduff was from his mother's womb untimely ripped'? | The witches' prophecy stated that, 'none of woman born shall harm Macbeth.' Macduff was not 'born' in the obvious sense; he was delivered via caesarean. |
| 44. What does the 'spot' Lady Macbeth refers to in, 'out, damned spot!' really symbolise? | The spot is an imagined blood stain on her hands, Duncan's blood. The spot symbolises the stain upon her character: her ambitious, treacherous side, but also her guilt that cannot be soothed or washed away. |
| 45. Why does Lady Macbeth sleepwalk? | She is consumed by guilt for her part in Duncan's murder. |
| 46. What does the 'tomorrow' soliloquy (Act 5, Scene 5) reveal about Macbeth's state of mind? | The 'tomorrow' soliloquy reveals that Macbeth feels numb at the death of his wife. He also feels that he has wasted his time on a path that ultimately destroys him. |
| 47. Why is Macbeth present in less than half of the Act 5 scenes? | This could be reflective of Macbeth's lack of control over Scotland. His reign is ending and he is becoming less significant. |
| 48. Which character kills Macbeth? | Macduff. |
| 49. Explain, briefly, how ambition is presented as a destructive force throughout <i>Macbeth</i> . | Ambition is destructive as it motivates Macbeth to murder Duncan. The violence escalates as Macbeth kills an increasing number of people to stay king. Both Macbeth and Lady Macbeth experience extreme guilt as a result of these killings. The bloody battle at the end of the play is also a result of Macbeth's ambition to be king. |
| 50. How does the structure of <i>Macbeth</i> suggest that betrayal is always punished? | The play begins and ends with a traitor getting beheaded. At the beginning of the play it is reported that Macbeth has beheaded a traitor, and at the end of the play Macbeth himself is beheaded for betraying Duncan. The circular structure suggests that betrayal is always punished. |

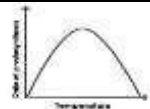
GCSE Maths-NON-Calculator

| No | Question | Answer |
|----|--|---|
| 1 | Find the nth term 4, 10, 16, 22..... | $6n - 2$ |
| 2 | What is the formula for Area of a Circle? | $\pi \times \text{radius squared}, A = \pi r^2$ |
| 3 | Round 24554 to 2 significant figures | 25000 |
| 4 | What is the formula for the Area of a Rectangle? | Area = lw (length x width/base x height...etc) |
| 5 | Expand and Simplify $3(2a + 1) + 2(a - 1)$ | $8a + 1$ |
| 6 | $\frac{3}{4} - \frac{1}{4}$ | $\frac{1}{2}$ (do not accept 2/4) |
| 7 | Name the 3 sides for labelling Trigonometry. | Hypotenuse, Opposite & Adjacent |
| 8 | Work out $20 - 12 \div (8 - 2)$ | 18 |
| 9 | $1485 \div 15$ | 99 |
| 10 | 45% of £102 | £45.90 (must have 2dp for pence) |
| 11 | Express 120 as a product of prime factors | $2^3 \times 3 \times 5$ |
| 12 | What is the formula for the volume of a cuboid? | Length x width x height (depth) |
| 13 | How much change would you get from £10 if you spent the following amounts £3.85 and £2.44? | £3.71 |
| 14 | Write 45600000 in standard form | 4.56×10^7 |
| 15 | What is the formula for the Area of a Right-Angled Triangle? | Area = (base x height) $\div 2$ or $\frac{1}{2}bh$ |
| 16 | $\frac{3}{4} - \frac{1}{5}$ | 11/20 |
| 17 | What is the gradient of the line $y = 6x + 4$ | Gradient = 6 NOT 6x |
| 18 | $x^2 + 7x + 12$ | $(x + 4)(x + 3)$ |
| 19 | If 12 pens cost £2.40, how much would 9 pens cost? | £1.80 |
| 20 | What is the exact value of Sin 45? | $\frac{\sqrt{2}}{2}$ |
| 21 | Solve $6x - 5 = 4x + 9$ | $x = 7$ |
| 22 | 56×34 | 1904 |
| 23 | Express 0.00931 in standard form | 9.31×10^{-3} |
| 24 | Find the next two terms in the sequence 24, 19, 14, 9..... | 4 and -1 |
| 25 | What is the formula for the Area of a Trapezium? | Area = $\frac{1}{2}(a+b)h$ or $(a+b) \times \text{height} \div 2$ or $(a+b) \div 2$ then x height |
| 26 | Find the y intercept of the line $3y = 18x + 12$ | 4 (you have to divide the whole equation by 3) |
| 27 | Work out $\frac{2}{3} + \frac{1}{5}$ | 13/15 |
| 28 | Solve $5x - 3 = 3x + 9$ | $x = 6$ |
| 29 | Increase £2020 by 10% | £2222 |

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| 30 | Expand & Simplify $(x + 5)(x + 1)$ | $x^2 + 6x + 5$ |
| 31 | The n th term of a sequence is $2n^2 - 5$. What is the 10 th term? | 195 |
| 32 | Work out $30 - (3+7) \times 2$ | 0 |
| 33 | Write down the first 15 square numbers. | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225 |
| 34 | Divide £540 in the ratio 4:5 | £240 £300 |
| 35 | $a = \begin{pmatrix} 2 \\ 3 \end{pmatrix} \text{ and } b = \begin{pmatrix} 1 \\ 5 \end{pmatrix}$ <p>(a) Write down as a column vector</p> <p>(i) $a + b$</p> <p>(ii) $2a + 3b$</p> | $\begin{aligned} \text{(i) } a + b &= \begin{pmatrix} 2 \\ 3 \end{pmatrix} + \begin{pmatrix} 1 \\ 5 \end{pmatrix} \\ &= \begin{pmatrix} 3 \\ 8 \end{pmatrix} \quad (1) \\ \text{(ii) } 2a + 3b &= 2\begin{pmatrix} 2 \\ 3 \end{pmatrix} + 3\begin{pmatrix} 1 \\ 5 \end{pmatrix} \\ &= \begin{pmatrix} 4 \\ 6 \end{pmatrix} + \begin{pmatrix} 3 \\ 15 \end{pmatrix} \\ &= \begin{pmatrix} 7 \\ 21 \end{pmatrix} \quad (2) \end{aligned}$ |
| 36 | $45 \div 18$ | 2.5 |
| 37 | Express $17/20$ as a decimal | 0.85 |
| 38 | Factorise fully $30x^2 - 25x$ | $5x(6x - 5)$ |
| 39 | $2 \frac{2}{3} \div 1 \frac{1}{4}$ | $2 \frac{2}{15}$ |
| 40 | Make x the subject $y = ax^2$ | $x = \sqrt{\frac{y}{a}}$ |
| 41 | What is the formula for the volume of a prism? | Area of the Cross-Section \times length (height) |
| 42 | Square Roots of 169 (2 answers needed) | 13 AND -13 |
| 43 | Find in terms of π , the perimeter of a circle, with radius of 10cm. | 20π cm |
| 44 | What is the exact value of $\cos 30^\circ$? | $\frac{\sqrt{3}}{2}$ |
| 45 | What is the formula for Circumference of a Circle? | $\pi \times \text{diameter}$, $C = \pi d$ |
| 46 | Work out $2/3$ of 108 | 72 |
| 47 | Write down the first 5 cubed numbers | 1, 8, 27, 64, 125 |
| 48 | Estimate $\frac{425 + 198}{13.5}$ | 60 |
| 49 | <p>a) Using Pythagoras Theorem. Work out the length x</p>  <p>b) Work out the perimeter of the triangle.</p> | <p>a) To find the missing side x:</p> $a^2 + b^2 = c^2$ $6^2 = 36$ $8^2 = 64$ $36 + 64 = 100$ $\sqrt{100}$ $x = 10\text{cm}$ <p>b) Perimeter = $10 + 6 + 8 = 24\text{cm}$</p> |
| 50 | Solve $5x + 3 \geq 3x - 7$ | $x \geq -5$ |

Biology

Paper 1

| No. | Question | Answer |
|-----|---|---|
| 1 | What are the two types of eukaryotic cells? | Plant and animal |
| 2 | What is the function of the nucleus? | Controls the activity of the cell. |
| 3 | Name one structure found in a plant cell but not in an animal cell. | Chloroplast or cell wall or vacuole |
| 4 | How would you calculate image size? | Size of image = magnification x size of real object |
| 5 | Give one advantage of using an electron microscope instead of a light microscope. | Greater resolution or magnification |
| 6 | Name the four types of pathogen. | Bacteria, fungi, protist and virus |
| 7 | How does the human body prevent pathogens entering? | Skin, cilia and mucus in the nose, trachea and bronchi, and stomach acid |
| 8 | How does the human body defend itself against pathogens inside the body? | White blood cells, antibodies, phagocytosis, anti-toxins |
| 9 | What does a vaccine contain? | Small quantities of dead or inactive forms of a pathogen |
| 10 | What is herd immunity? | When most of a population is vaccinated against a disease, meaning it's less likely to spread. |
| 11 | What three functions do white blood cells have? | <ol style="list-style-type: none"> 1. Phagocytosis 2. Producing antibodies 3. Producing antitoxins |
| 12 | What is an antibiotic? | A drug that kills bacteria but not viruses |
| 13 | Name a common antibiotic | Penicillin |
| 14 | What is the word equation for photosynthesis? | carbon dioxide + water \rightarrow glucose + oxygen |
| 15 | Sketch a graph which shows the effect of temperature on rate of photosynthesis. |  |
| 16 | How is water loss from leaves controlled? | The closing of the stomata by the guard cells |
| 17 | Which vessel transports water through the plant? | Xylem |
| 18 | What is transpiration? | Water loss (evaporation) from leaves |
| 19 | Name four factors that affect the rate of transpiration | Temperature, light intensity, humidity and wind speed |
| 20 | Where are most stomata found? | On the underside of leaves |
| 21 | Why does aerobic respiration release more energy per glucose molecule than anaerobic respiration? | Oxidation of glucose is complete in aerobic respiration and incomplete in anaerobic respiration |
| 22 | Define the term limiting factor | Anything that limits the rate of a reaction when it is in short supply |
| 23 | Give the limiting factors for photosynthesis | <ol style="list-style-type: none"> 1. Temperature 2. Carbon dioxide concentration 3. Light intensity 4. Amount of chlorophyll |
| 24 | What do organisms need energy for? | Chemical reactions to build larger molecules Muscle contraction for movement |

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| | | Keeping warm |
| 25 | What chemical is used to test for lipids? | Ethanol |
| 26 | What chemical is used to test for glucose (sugars) | Benedicts |
| 27 | What chemical is used to test for starch? | Iodine |
| 28 | What chemical is used to test for protein? | Biuret reagent |
| 29 | What colour does iodine go if starch is present? | Goes from orange to blue/black |
| 30 | Name the five levels of organisation in living organisms. | Cells – tissues – organs- organ systems - organisms |
| 31 | What is a tissue? | A group of cells with similar structures and functions |
| 32 | What is an organ? | A group of tissues working together to perform a specific function |
| 33 | Define the term double circulatory system. | The right side of the heart pumps deoxygenated to the lungs, the left side pumps oxygenated blood to the body. |
| 34 | Which blood vessel carries blood to the body? | Aorta |
| 35 | What is the function of valves? | Prevent backflow |
| 36 | Give one advantage and one disadvantage of using a mechanical heart valve | Advantage – don't have to wait for a donor heart Disadvantage – could lead to blood clots. |
| 37 | What is the function of bile in the digestive system? | Neutralise the hydrochloric acid from the stomach and emulsify fat to form small droplets with a large surface area |
| 38 | What is an enzyme? | A biological catalyst |
| 39 | Where is amylase produced? | Salivary glands, pancreas, small intestine |
| 40 | What does amylase break down? | Starch into simple sugars |
| 41 | Name two other enzymes. | Lipase and protease |
| 42 | What are the ethical issues with using stem cells | Embryonic stem cells are destroyed which could be seen as a potential life. |
| 43 | Define health | State of physical and mental well being |
| 44 | What factors can affect health | Disease, diet, stress and life situations |
| 45 | What is a tumour? | Uncontrolled, abnormal cell growth |
| 46 | What is the difference between a benign and malignant tumour? | Benign – contained in one place Malignant – can spread (metastasize) around the body |
| 47 | How can cancer be treated? | Radiotherapy or chemotherapy |
| 48 | What is the first stage in drug trials? | Testing on cells and tissues. |
| 49 | What is a placebo? | A drug with no active ingredients |
| 50 | What is a double blind trial? | Neither the doctors nor the patients know who has received the real drug. |

Biology Paper 2

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| 1 | What is an ecosystem? | An ecosystem is the interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of their environment. |
| 2 | State the four factors plants compete with each other for. | Space, light, mineral ions, water |
| 3 | State the three factors animals compete with each other for. | Food, mates, territory |
| 4 | What is interdependence? | Each species within a community depend on others for food, shelter, pollination, seed dispersal, etc. If one species is removed, this will affect the whole community. |
| 5 | What is an abiotic factor? | A non-living factor which can affect a community. |

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| 6 | State the 7 possible abiotic factors which may affect a community. | Light intensity, temperature, moisture levels, soil pH and mineral content, wind intensity (and direction), carbon dioxide concentration, oxygen concentration |
| 7 | What is a biotic factor? | A living factor which may affect a community. |
| 8 | State all 4 possible biotic factors which may affect a community. | Availability of food, new predators, new pathogens, being outcompeted |
| 9 | Organisms have adaptations to enable them to survive in their usual conditions. What 3 categories do these adaptations fall under? | Structural, behavioural, functional (cellular reactions) |
| 10 | What is an extremophile? | An organism that lives in an extreme environment, such as at high temperature, pressure or salt concentration. |
| 11 | Give an example of an extremophile. | Bacteria living in deep sea vents. |
| 12 | What is a producer? | A photosynthetic organism that produces biomass. |
| 13 | What do all food chains begin with? | Producers |
| 14 | Give two examples of a producer. | Green plants and algae. |
| 15 | What is biodiversity? | The variety of all the different species of organisms on earth, or within an ecosystem. |
| 16 | How is water polluted? | Sewage, fertilisers or toxic chemicals. |
| 17 | How is air polluted? | Smoke and acidic gases. |
| 18 | How is land polluted? | Landfill and toxic chemicals. |
| 19 | Give three causes of deforestation. | 1. Provide land for cattle or rice fields 2. Grow crops for biofuels 3. To clear space for building" |
| 20 | Which 2 gases are increasing in the atmosphere and contributing to global warming? | 1. Carbon dioxide 2. Methane" |
| 21 | What are the five main biological consequences of global warming? | 1. Increased spread of pathogens 2. Affecting migration patterns of animals 3. Melting of polar ice caps, causing flooding 4. Reduced habitats in polar regions 5. Reduced biodiversity" |
| 22 | State three positive human interactions in an ecosystem. | "1. Breeding programmes for endangered species 2. Protection and regeneration of rare habitats 3. Reintroduction of field margins and hedgerows in agricultural areas where farmers grow only one type of crop 4. Reduction of deforestation and carbon dioxide emissions by some governments 5. Recycling resources rather than dumping waste in landfill" |
| 23 | What is the function of the nervous system | Enables organisms to react to their surroundings and coordinates behaviour |
| 24 | What are the two parts of the central nervous system | Brain and spinal cord |
| 25 | Why are reflex actions rapid and automatic | They do not involve the conscious part of the brain |
| 26 | Give the pathway of a nervous response | Stimulus – receptor- coordinator- effector- response |
| 27 | What is homeostasis | Maintenance of a constant internal environment |
| 28 | Give three internal conditions controlled in homeostasis | Body temperature Blood glucose concentration Water levels |
| 29 | Name three coordination centres | Brain, spinal cord, pancreas |
| 30 | Name two types of effectors | Muscles and glands |

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| 31 | What is the endocrine system? | System of glands that secrete hormones into the bloodstream |
| 32 | What is the cause of Type 1 Diabetes? | Pancreas produces insufficient insulin |
| 33 | What is the cause of Type 2 Diabetes? | Body cells no longer respond to insulin. |
| 34 | What is the function of FSH? | Causes egg to mature in the ovaries and stimulates ovaries to produce oestrogen |
| 35 | What is the function of LH? | Stimulates the release of an egg. |
| 36 | What is the function of adrenaline in the body? | Increases heart rate and boosts delivery of oxygen and glucose to brain and muscles to prepare the body for "fight or flight" |
| 37 | What is the function of thyroxine in the body? | Stimulates basal metabolic rate, so is important for growth and development |
| 38 | Name one hormone controlled by negative feedback | Thyroxine |
| 39 | What is variation? | Differences in characteristics of individuals in a population |
| 40 | What can cause variation? | Genetic causes, environmental causes and a combination of genes and the environment |
| 41 | How do new phenotype variants occur? | Mutations |
| 42 | What type of cell division is involved in sexual reproduction? | Meiosis |
| 43 | What type of cell division is involved in asexual reproduction? | Mitosis |
| 44 | What is meiosis | Cell division that produces four daughter cells (gametes) each with a single set of chromosomes |
| 45 | What are the male and female sex chromosomes in humans? | XX – Female XY – male |
| 46 | What is the genetic material called? | DNA |
| 47 | What are alleles? | Different forms of the same gene. |
| 48 | What is a recessive gene? | A gene that needs to be present twice to be expressed |
| 49 | Define the term homozygous | Two of the same alleles present in an organism |
| 50 | Define the term heterozygous | Two different alleles present in an organism |

Chemistry

Chemistry Paper 1

| No. | Question | Answer |
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| 1 | What is an ion? | An atom which has lost or gained an electron(s) |
| 2 | Name the three subatomic particles, their mass and relative charge | Protons (1, +1), neutrons (1, 0), electrons (0, -1) |
| 3 | What is the mass number of an atom? | The number of protons <u>and</u> the number of neutrons added together in an atom |
| 4 | What is the maximum number of electrons can go in the second and third shells? | 8 |
| 5 | What is the plum pudding model of the atom? | Sphere (ball) of positive charge with negative electrons embedded in it |
| 6 | What did James Chadwick discover? | Uncharged particle called the neutron |
| 7 | What are Group 7 on the periodic table called? | The Halogens |
| 8 | What are Group 1 on the periodic table called? | The Alkali metals |
| 9 | Explain why the noble gases are inert (unreactive) | They have full outer shells, so do not need to gain or lose electrons |
| 10 | What are isotopes? | Atoms of the same element (same number of protons) with different number of neutrons. |
| 11 | How is the modern Periodic table ordered? | By Atomic Number |
| 12 | How does the reactivity of the alkali metals change as you go down the group? | Increases |
| 13 | What is a displacement reaction? | When a more reactive metal takes the place of a less reactive metal in a compound |
| 14 | How are covalent bonds formed? | Overlap of outer shell and sharing electrons |
| 15 | What are intermolecular forces? | The forces between molecules. |
| 16 | Why would an ion have a positive charge? | It has lost electrons |
| 17 | Why would an ion have a negative charge? | It has gained electrons |
| 18 | Explain in terms of electrons what occurs when lithium bonds with chlorine | One electron transferred from lithium to <u>chlorine</u> so both have a full outer shell and are stable like group 0 Producing a sodium ion and a <u>chloride</u> ion |
| 19 | Name the force that holds oppositely charged ions together. | Electrostatic force of attraction |
| 20 | Why do ionic substances conduct electricity when molten or dissolved? | Ions are free to move and carry a charge |

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| 21 | Describe the structure of simple covalent molecules | Strong covalent bonds between atoms, weak forces holding the molecules together |
| 22 | Describe the main features of metals in terms of their structure | Positive metal ions arranged in ordered rows/columns, layers with delocalised electrons |
| 23 | Explain why pure metals are soft | Layers of metal ions are free to slide over each other |
| 24 | Explain why graphite conducts electricity | Delocalised electrons which are free to move |
| 25 | What is a fullerene? | Substance made of carbon atoms arranged in a cage |
| 26 | What is conservation of mass? | In a chemical reaction, atoms are not created or destroyed, just rearranged, so total mass before = total mass after the reaction. |
| 27 | What is relative formula mass? (M_r) | The sum of the relative atomic masses (A_r) of each atom in a substance |
| 28 | How can you convert a volume reading in cm^3 to dm^3 ? | Divide by 1000 |
| 29 | What is an exothermic reaction? | A reaction where energy is transferred to the surroundings. (Temperature increases) |
| 30 | Give two examples of endothermic reactions. | Thermal decomposition reactions, citric acid and sodium hydrogencarbonate. |
| 31 | Is breaking bonds endothermic or exothermic? | Endothermic. Chemical bonds are strong so require energy to break (like when you have to put energy in to separate magnets from each other) |
| 32 | Which ions are in NaCl | (Sodium) Na^+ and chloride (Cl^-) |
| 33 | In terms of electrons, what makes some metals more reactive than others? | They lose their outer electrons more easily |
| 34 | What is an ore? | Rock containing enough of a metal compound to be economically worth extracting |
| 35 | In terms of pH (number) what is an acid? | A solution with a pH of less than 7 |
| 36 | In terms of pH (number) what is a neutral solution? | A solution with a pH of 7 |
| 37 | What are the products of a reaction between a metal and an acid? | Salt + hydrogen |
| 38 | At which electrode would $\text{Zn}^{2+}_{(\text{aq})}$ turn into $\text{Zn}_{(\text{s})}$? | Cathode (negative) (needs to gain electrons) |
| 39 | What will be the products for the electrolysis of molten zinc oxide? | Zinc and oxygen |
| 40 | Why is sodium not produced in the electrolysis of sodium chloride solution? | It is more reactive than hydrogen so hydrogen is produced instead. |
| 41 | What is an electrolyte? | A solution containing ions which allows current to flow. |
| 42 | Where are metals formed? | At the cathode (negative electrode) |
| 43 | In the electrolysis of aluminium oxide, what are the anodes made of? | Graphite (carbon) |

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| 44 | What is the name of the positive electrode? | Anode |
| 45 | In the electrolysis of aluminium oxide, why is the aluminium oxide mixed with cryolite | To lower the melting point |
| 46 | In the electrolysis of a metal <u>halide</u> solution, what is produced at the anode? | Halogen gas |
| 47 | In terms of reactivity what metals are extracted from ionic compounds by using electrolysis? | Metals that are more reactive than carbon. |
| 48 | What is an exothermic energy transfer? | Energy transfer to the surroundings. |
| 49 | What is a reaction profile? | Diagram showing how energy changes in a reaction. |
| 50 | What is the activation energy? | The minimum amount of energy a particle needs before it will be able to react when it collides with another particle |

Chemistry Paper 2

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|----|--|---|
| 1 | What is the rate of reaction? | How quickly reactants are used up or products are produced. |
| 2 | Explain why increasing the concentration increases the rate of reaction | More concentrated means more particles in solution, therefore more frequent collisions between reactants. |
| 3 | State the effect on increasing the pressure of a gas on the rate of reaction | Increases |
| 4 | What is a catalyst? | A substance that increases the rate of reaction but is not used up in the reaction. |
| 5 | How do catalysts increase the rate of a reaction? | Lowers the activation energy of the reaction, so more collisions result in a reaction. |
| 6 | What is a reversible reaction? | When the reactants turn into products and the products turn into reactants |
| 7 | What chemical symbol represents a reversible reaction? | \rightleftharpoons |
| 8 | What is dynamic equilibrium? | The point in a reversible reaction when the forward and reverse reactions are occurring at the same rate |
| 9 | What is a precipitate? | An insoluble solid in a solution |
| 10 | What is crude oil? | A mixture of hydrocarbons |
| 11 | Name five fuels we obtain from crude oil | Petrol, diesel oil, kerosene, heavy fuel oil and liquefied petroleum gas. |
| 12 | What is a hydrocarbon? | A compound made of atoms of hydrogen and carbon only |
| 13 | What is an alkane? | A hydrocarbon with only single carbon to carbon bonds |
| 14 | How does boiling point change with the length of an alkane? | The longer the alkane, the higher its boiling point |

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| 15 | How does viscosity depend on chain length? | Longer the chain, higher the viscosity |
| 16 | What is cracking? | Breaking down a hydrocarbon with a long chain into smaller molecules |
| 17 | Name two methods to carry out cracking? | Steam cracking and catalytic cracking |
| 18 | What are the products of cracking? | Short chain alkanes and alkenes |
| 19 | What are alkenes? | Hydrocarbons with at least one double carbon to carbon bond |
| 20 | Name the first four alkenes? | Ethene, propene, butene, pentene |
| 21 | How do you test for an alkene? | React it with bromine water goes orange to colourless |
| 22 | In terms of hydrocarbons what is a fraction? | A group of hydrocarbons with similar chain length |
| 23 | In chemistry what is a "pure" substance? | A substance made of a single element or compound |
| 24 | How can pure substances be distinguished from impure ones? | By their melting/boiling points |
| 25 | What is a formulation? | A mixture designed for a specific purpose. |
| 26 | What are some examples of a formulation? | Fuels, cleaning products, paints, medicines, alloys, fertilisers and foods. |
| 27 | What is chromatography? | A process of separating coloured mixtures, which can help to identify substances. |
| 28 | How can oxygen be tested for? | Relights a glowing splint |
| 29 | What is the test for Hydrogen? | A lit splint gives a squeaky pop |
| 30 | What is the test for carbon dioxide? | Turns limewater milky if bubbled through it. |
| 31 | What is the test for Chlorine? | Bleaches damp litmus paper white |
| 32 | How many spots will a pure compound produce on a chromatogram? | One |
| 33 | What is the atmosphere? | A layer of gas surrounding the Earth |
| 34 | What was the early atmosphere composed of? | Mainly carbon dioxide (CO ₂) |
| 35 | How did the oceans form? | Water vapour condensing as the Earth cooled. |
| 36 | Why did the amount of carbon dioxide in the early atmosphere decrease? | 1. Photosynthesis from algae and plants 2. Dissolved in the oceans, 3. Locked up in rocks and fossil fuels. |
| 37 | Why did the amount of oxygen increase? | Photosynthesis occurring in plants and algae. |
| 38 | Why are greenhouse gases needed? | To maintain temperatures on Earth to support life. |

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| 39 | Name the three greenhouse gases? | Water vapour (H ₂ O _(g)), carbon dioxide (CO ₂) and methane (CH ₄) |
| 40 | What type of radiation reaches Earth from the Sun? | Short wave- ultraviolet |
| 41 | What type of radiation leaves Earth? | Long wave- infrared |
| 42 | Name two human activities that increase the amount of carbon dioxide? | Use of fossil fuels, deforestation, transport, industry and factories |
| 43 | Name two human activities that increase the amount of methane? | Agriculture and landfill. |
| 44 | What is climate change? | The increase of the temperature of Earth. |
| 45 | What is peer review? | Experts looking over a scientist's findings to check that the results are reliable. |
| 46 | What is an example of a resource that is recycled? | Metals such as scrap steel. |
| 47 | What is an example of a resource that is reused? | Glass bottles |
| 48 | What is potable water? | Water that is safe to drink as it has low levels of soluble salts and microorganisms. |
| 49 | What are sources of fresh water? | Ground water, lakes and rivers. |
| 50 | What stages are looked at during an LCA? | Extracting and processing raw materials, manufacturing and packaging, use during its lifetime, disposal at the end of its useful life, transport at each stage. |

Physics

| No. | Question | Answer |
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| 1 | Name the eight energy stores | Kinetic, gravitational potential, elastic potential, thermal, chemical, nuclear, magnetic, electrostatic |
| 2 | Name the four ways that energy can be transferred. | Heating, radiation (waves), electric current and mechanically (by forces) |
| 3 | What does conservation of energy mean? | Energy cannot be created or destroyed only transferred to a different store. |
| 4 | What are the units of energy and unit symbol? | Joules J |
| 5 | What is work done? | Energy transferred when a force moves an object |
| 6 | What energy transfer occurs in boiling a torch? | The chemical store is depleted and the thermal store is filled. The energy is transferred by radiation and heating. |
| 7 | Name the unit that represents one joule transferred per second | Watt |
| 8 | What does a material's thermal conductivity tell you? | How well it conducts heat |
| 9 | Which materials have low thermal conductivity? | Thermal insulators |
| 10 | What is a renewable energy source? | An energy resource that will not run out, it is (or can be) replaced at the same rate as it is used |
| 11 | What is a non-renewable energy source? | An energy resource that will eventually run out, is not replaced at the same rate as it is being used. |
| 12 | What are the non-renewable energy resources? | Coal, oil gas and nuclear |
| 13 | What are the renewable energy resources? | Solar, tidal, wind, wave, geothermal, hydroelectric, biofuel. |
| 14 | Why are fossil fuels more reliable than wind energy? | It is not windy all the time but currently there is a constant supply of fossil fuels. |
| 15 | How does a material become charged? | Becomes negatively charged by gaining electrons and becomes positively charged by losing electrons. |
| 16 | What will two objects carrying the same type of charge do if they are brought close to each other? | Repel each other |
| 17 | What is an electric field? | Region of space around a charged object in which another charged object will experience an electrostatic force. |
| 18 | What happens to the strength of the electric field as you get further from the charged object? | It decreases |
| 19 | What is electrical current and what unit is it measured in? | The rate of flow of electrical charge (electrons) Measured in Amps or amperes |
| 20 | What piece of equipment measures current? | An ammeter in series |
| 21 | What is the pattern for current in a series circuit? | It is the same throughout the whole circuit. |
| 22 | What is the pattern for current in a parallel circuit? | It is shared between the components. |
| 23 | How do you calculate resistance and what are the units of resistance? | Resistance = Voltage / current Ohms (Ω) |
| 24 | What is potential difference and what are the units for potential difference? | Is a measure of how much energy is transferred between two points in a circuit. Volts (V) |

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| 25 | What is the pattern for potential difference in a series circuit? | It is split between the components. |
| 26 | What is the pattern for potential difference in a parallel circuit? | It is the same throughout the whole circuit. |
| 27 | What is an ohmic conductor? | Conductor where current is directly proportional to the voltage so resistance is constant (at constant temperature.) |
| 28 | What happens to the resistance of a filament lamp as its temperature increases? | Resistance increases |
| 29 | What happens to the resistance of a thermistor as its temperature increases? | Resistance decreases |
| 30 | What happens to the resistance of a light-dependent resistor when light intensity increases? | Resistance decreases |
| 31 | Why is the current provided by a cell called a direct current? (d.c) | Only flows in one direction |
| 32 | What is an alternating current? (a.c.) | Current that repeatedly reverses direction |
| 33 | What kind of current is supplied by mains electricity and what is the frequency and voltage of mains electricity? | Alternating current 50Hz and 230V |
| 34 | What colours are the live, neutral and earth wires in a three-core cable? | Live = brown, neutral = blue, earth = green and yellow stripes |
| 35 | What is the function of the live wire in a plug? | Carries the Alternating Current to the device |
| 36 | What is the function of the neutral wire in a plug? | Completes the circuit so that current can flow |
| 37 | What is the function of the earth wire in a plug? | It is a safety wire to stop a device becoming live, if there is a fault. |
| 38 | What is the national grid? | A system of cables and transformers that links power stations and consumers. |
| 39 | What do step up transformers do to electricity? | Increase the potential difference and decrease the current. |
| 40 | Why do step up transformers increase efficiency? | To reduce the energy lost as heat to the surroundings |
| 41 | What is specific heat capacity? | The amount of energy required to raise the temperature of 1kg by 1°C. |
| 42 | What is specific latent heat of fusion? | Energy needed to change 1kg of the substance from a solid to a liquid at its melting point, without changing its temperature. |
| 43 | What is specific latent heat of vaporisation? | Energy needed to change 1kg of the substance from liquid to vapour at its boiling point without changing its temperature. |
| 44 | Name the three types of nuclear radiation. | Alpha, Beta and Gamma |
| 45 | What is radioactive activity? | The rate at which a source of unstable nuclei decays |
| 46 | What is meant by count rate? | Number of decays recorded each second (by a detector, e.g. Geiger-Muller tube.) |
| 47 | What is meant by the half-life of a radioactive source? | Time taken for half the unstable nuclei to decay or the time taken for the count rate to halve |
| 48 | What is an isotope? | Atoms of the same element (same number of protons) but different numbers of neutrons |
| 49 | What is irradiation? | Exposing an object to radiation |

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| 50 | What is radioactive contamination? | Unwanted presence of substances containing radioactive atoms on or in other materials |
| Physics Paper 2 | | |
| 1 | What is a scalar quantity? | It has magnitude (size) only. For example: time, voltage, energy. |
| 2 | What is a vector quantity? | It has a magnitude and a direction. For example: velocity, force, displacement. |
| 3 | We represent vectors with arrows. What do the length and direction of the arrow show? | The length represents the magnitude and the direction shows the direction of the vector. |
| 4 | What is a force? | A force is a push or pull that acts on an object due to the interaction with another object. |
| 5 | What is a contact force? | The objects are physically touching. For example: friction, air resistance, tension and normal contact force. |
| 6 | What is a non-contact force? | The objects are physically separated. For example: gravitational force, electrostatic force and magnetic force. |
| 7 | What is weight? | Weight is the force acting on an object due to gravity. |
| 8 | What causes the gravitational force close to the Earth? | The mass of Earth causes the gravitational field around the Earth. |
| 9 | What is a resultant force? | A number of forces acting on an object may be replaced by a single force that has the same effect as all the original forces acting together |
| 10 | What is the same about the interaction pair of forces when two objects interact with each other? | The forces are the same magnitude (size). |
| 11 | What is the centre of mass? | The point through which the weight of an object can be considered to act. |
| 12 | What is elastic deformation? | An object can go back to its original shape and size when deforming forces are removed |
| 13 | What is inelastic deformation? | An object does not go back to its original shape and size when deforming forces are removed. |
| 14 | What is the difference between distance and displacement? | Distance is a scalar quantity and only has a magnitude (size), displacement is a vector quantity and has both magnitude and direction. |
| 15 | What is the difference between speed and velocity? | speed is a scalar quantity and only has a magnitude (size), velocity is a vector quantity and has both magnitude and direction. |
| 16 | What are the typical speeds of a person walking, running and cycling? | 1.5m/s, 3.0m/s and 6.0m/s respectively |
| 17 | What are the typical speeds of a car and a train? | 13-30m/s and 50m/s respectively |
| 18 | What is a typical speed for sound traveling in air? | 330m/s |
| 19 | What is acceleration? | Change in velocity of an object per second |
| 20 | What are the units of acceleration? | m/s^2 |
| 21 | State Newton's First Law: | An object at rest will remain at rest and a moving object will continue moving at constant velocity as long as no resultant force acts on the object. |
| 22 | What is needed for velocity of an object to change? | An unbalanced/resultant force |

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| 23 | What is inertia? | The tendency of objects to continue in their state of rest or of uniform motion is called inertia. |
| 24 | State Newton's Second Law: | The acceleration of an object is proportional to the resultant force acting on the object, and inversely proportional to the mass of the object |
| 25 | What is the word equation for Newton's Second Law? | force = mass x acceleration |
| 26 | State Newton's Third Law: | Whenever two objects interact, the forces they exert on each other are equal and opposite. |
| 27 | What is the stopping distance of a vehicle? | It is the sum of the distance the vehicle travels during the driver's reaction time (thinking distance) and the distance it travels under the braking force (braking distance). |
| 28 | For a given braking force, how does stopping distance change with speed of the vehicle? | For a given braking force the greater the speed of the vehicle, the greater the stopping distance. |
| 29 | What can affect a driver's reaction time? | Tiredness, drugs and alcohol. Distractions may also affect a driver's ability to react. |
| 30 | What factors may affect the braking distance of a vehicle? | The braking distance of a vehicle can be affected by adverse road and weather conditions (such as wet and icy) and poor condition of the vehicle (such as the brakes and tyres). |
| 31 | What can happen if the braking force used to stop a vehicle is very large? | Brakes may overheat/car may skid |
| 32 | What are the two types of waves? | Longitudinal and transverse. |
| 33 | Describe a transverse wave. | Oscillations are at right angles, perpendicular, to the direction of travel. |
| 34 | What is an example of a transverse wave? | Water and electromagnetic waves. |
| 35 | What is the amplitude of a wave? | The maximum height of the wave from the centre line. |
| 36 | What is the wavelength of a wave and what is the unit? | The distance from one point on a wave to the same point on the next wave. E.g. peak to peak or trough to trough. The unit is metres |
| 37 | What is the frequency of a wave and what is the unit? | The number of waves per second and Hertz (Hz) |
| 38 | Describe a longitudinal wave. | Oscillations are along the same direction as the direction of travel. |
| 39 | What is an example of a longitudinal wave? | Sound |
| 40 | What is an area of compression on a longitudinal wave? | Where the waves are close together. |
| 41 | What is an area of rarefaction on a longitudinal wave? | Where the waves are far apart. |
| 42 | What are electromagnetic waves? | A spectrum of waves that travel at the same velocity through a vacuum or air. |
| 43 | List the EM spectrum from long to short wavelength. | Radio, microwave, infrared, visible, UV, X-rays, gamma |
| 44 | What is refraction? | A wave changing speed (and therefore direction) when it is being transmitted through a material. |
| 45 | A wave is refracted from air into a glass block- what direction will the wave move? | The wave will slow down as the medium has got more dense- therefore the wave will refract towards the normal. |
| 46 | A wave is refracted from a glass block into air- what direction will the wave move? | The wave will speed up as the medium has got less dense- therefore the wave will refract away from the normal. |

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| 47 | What happens when like and unlike poles are brought together? | Like = repel, unlike = attract |
| 48 | What is the difference between a permanent and an induced magnet? | Permanent magnet produces its own magnetic field, induced is a material that becomes magnetic when it is put in a magnetic field. |
| 49 | What materials are magnetic? | Iron, nickel, cobalt and steel. |
| 50 | What is a solenoid? | Conductive wire that has been coiled. |

French

| No. | Question | Answer |
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| 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)/ le 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) / le 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) |

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| 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) |

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| 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 droit (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 (<u>after</u> playing football, he went on to play basketball) Après être allé(e) au cinéma, il a mangé au restaurant (<u>after</u> going to the cinema, he ate at the restaurant) Avant de jouer, n'oublie pas de manger. (<u>before</u> you play, don't forget to eat) En attendant, va travailler. (<u>in the meantime</u> , get to work.) En travaillant beaucoup, elle a réussi (<u>by</u> working hard, she has |

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| | | 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) |

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| | | 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 |
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| 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. |

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| 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 face trial or 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 17 th and early 18 th 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 20 th Century? | Computer and car-based crimes didn't exist before the 20 th 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. |

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| 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 Plate 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 country 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 Hardrada 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 (20 th September 1066) Hardrada and Tostig defeated Edwin and Morcar. Stamford Bridge (25 th 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? | 14 th 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 Stamford Bridge and had to march south. |

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| 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. |

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| 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 Domesday 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 | | |
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| 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? | Uprising 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 |

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| | | 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. |

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| 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 countries 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 | | |
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| 1. | Who was the Kaiser? | The Kaiser is the German word for king. The last Kaiser abdicated on the 9 th 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 11 th 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 from 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 borders 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. |

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| 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 30 th 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 they 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 Niemöller who was sent to a concentration camp and the group was banned. |

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| 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? | Sports 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 who wouldn't join and often fought with the Hitler Youth. They played 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 them 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 |
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| 1 | Describe the global distribution of earthquakes. | Earthquakes mostly occur along plate boundaries, especially around the Pacific Ring of Fire. |
| 2 | Explain why people live in areas at risk from tectonic hazards. | People stay due to fertile soils, geothermal energy, tourism, or lack of alternatives. |
| 3 | Using an example, explain the primary and secondary effects of an earthquake. | In the 2010 Haiti earthquake, primary effects included collapsed buildings; secondary effects included disease and homelessness. |
| 4 | Define a natural hazard. | A natural hazard is a natural event that causes damage or risk to people. |
| 5 | What are the main characteristics of a tropical storm? | Tropical storms have low pressure, strong winds, heavy rain, and spiral structure. |
| 6 | Explain how climate change might affect the distribution of tropical storms. | Warmer seas may increase the areas where storms form and their intensity. |
| 7 | Describe how prediction and planning can reduce the effects of tropical storms. | Forecasting systems and evacuation plans help reduce deaths and damage. |
| 8 | Describe the characteristics of the eye of a tropical storm. | The eye is calm, clear, and surrounded by strong winds and heavy rain. |
| 9 | Outline one piece of evidence for climate change. | Ice cores show higher CO ₂ levels and temperature increases over time. |
| 10 | Describe two human causes of climate change. | Burning fossil fuels and deforestation increase greenhouse gases. |
| 11 | Explain one way climate change can be managed. | Using renewable energy reduces carbon emissions. |
| 12 | 12. Explain one social effect of climate change. | More droughts can reduce water supply, affecting farming and health. |
| 13 | What is a producer in an ecosystem? | A producer makes its own food, usually through photosynthesis, like grass. |
| 14 | Describe one impact of changing an ecosystem. | Removing one species can affect the whole food web. |
| 15 | Explain how nutrients are transferred in an ecosystem. | Nutrients cycle through the soil, plants, and animals, returning via decomposition. |
| 16 | What is a decomposer? | A decomposer breaks down dead material, returning nutrients to the soil. |
| 17 | Describe the climate of a tropical rainforest. | Rainforests are hot and wet all year with high biodiversity. |
| 18 | Explain one way humans use tropical rainforests. | Rainforests are cleared for logging, farming, or mining. |
| 19 | Evaluate one method of managing rainforests sustainably. | Selective logging protects the forest structure and biodiversity. |
| 20 | Give an example of sustainable forest management. | Ecotourism raises money while protecting the rainforest ecosystem. |
| 21 | What is the climate like in hot deserts? | Hot deserts have high temperatures, low rainfall, and dry conditions. |
| 22 | Explain one way plants are adapted to desert environments. | Cacti store water and have spines to reduce water loss. |
| 23 | Describe one development opportunity in hot desert areas. | Solar energy farms use the strong sunlight to generate power. |
| 24 | Explain one challenge of desertification. | Soil becomes less fertile, making farming harder and reducing food supply. |
| 25 | Name and describe one erosional landform found on the coast. | A stack is formed when an arc collapses due to erosion. |

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| 26 | Explain how longshore drift transports material along the coast. | Waves move sediment in a zigzag pattern due to prevailing wind. |
| 27 | Describe one method of managing coastal erosion. | Sea walls reflect wave energy but are expensive to build. |
| 28 | How are spits formed? | Spits form where longshore drift deposits material across a bay or river mouth. |
| 29 | Describe the long profile of a river. | The river is steep in the upper course and flattens towards the mouth. |
| 30 | Explain how a waterfall forms. | A waterfall forms where hard rock overlays soft rock, which erodes faster. |
| 31 | Give one human cause of river flooding. | Urbanisation increases surface runoff, raising river levels. |
| 32 | Describe how meanders form in a river. | Water erodes the outside bank and deposits on the inside, forming bends. |
| 33 | Name and describe one glacial landform created by erosion. | A corrie is a deep hollow with steep sides formed by glacial erosion. |
| 34 | 34. Explain how glaciers erode the landscape. | Glaciers erode through processes like abrasion and plucking. |
| 35 | 35. Describe one economic activity in glaciated areas. | Tourism in glacial areas boosts local economies through visitors. |
| 36 | Give one example of a land use conflict in a glaciated area. | Tourism may disturb wildlife or compete with farming and water use. |
| 37 | Describe one challenge of urban growth in LICs. | Rapid growth can lead to slums with poor sanitation. |
| 38 | Explain one opportunity urban areas offer. | Cities offer more jobs and better access to services. |
| 39 | Evaluate a strategy to improve urban sustainability. | Waste recycling helps reduce landfill and promotes sustainability. |
| 40 | Suggest one way urban transport can be made more sustainable. | Introducing electric buses reduces emissions and air pollution. |
| 41 | What is development? | Development is the progress in economic growth, health, and education. |
| 42 | Describe one strategy to reduce the development gap. | Fair trade gives farmers better prices and improves incomes. |
| 43 | Explain how industrial development can affect a country's economy. | It creates jobs, increases exports, and boosts GDP. |
| 44 | Name three types of resources. | Water, food, and energy are the main resources needed for life. |
| 45 | Explain why water supply is uneven globally. | Climate, poverty, and access to technology affect water availability. |
| 46 | Describe one way to manage water supply sustainably. | Using drip irrigation reduces water waste in farming. |
| 47 | Name one renewable and one non-renewable energy source. | Solar is renewable; coal is non-renewable. |
| 48 | Explain one environmental impact of using fossil fuels. | Burning coal releases carbon dioxide, contributing to climate change. |
| 49 | Describe one way to increase energy efficiency. | Using LED lights saves energy compared to traditional bulbs. |
| 50 | Describe one impact of increased energy demand. | It can lead to over-reliance on fossil fuels and more greenhouse gas emissions. |

GCSE PE

| | Question | Answer |
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| 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 |

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| 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 coaches 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 |
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| 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. |

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| 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

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| 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? | <p>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</p> <p>A sous chef will also have many years' experience in all stations of the kitchen and level 4 qualifications gained over years of study.</p> <p>This role is more kitchen based than the head chef which may have office-based duties as well</p> |
| 4. | What is the pastry chef responsible for? | <p><i>Le Pâtissier</i></p> <p>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</p> |
| 5. | What is the sauce chef responsible for? | <p><i>Le Saucier</i></p> <p>Prepares sauces, stews and hot hors d'oeuvres and sautés food to order,</p> <p>After the head chef and the sous chef the sauce chef is the next in line</p> |
| 6. | What is the vegetable chef responsible for? | <p><i>L'entremetier</i></p> <p>Prepares hot appetisers and often prepares the soups, vegetables, pastas and starches, side dishes</p> <p>Sometimes split into soup (le potager) and vegetable (le legumier) chefs</p> |
| 7. | What does le poissonier 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 maitre 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 |

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| 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? | <i>Le sommelier (wine waiter)</i> 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 contract of employment | Full time, part time, temporary, casual |
| 20. | Describe full time contracts | <u>Full- time staff</u> = 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 | <u>Part- time staff</u> = 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 | <u>Temporary staff</u> 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 | <u>Casual staff / Agency staff</u> Work for specific functions and can be employed through an agency |

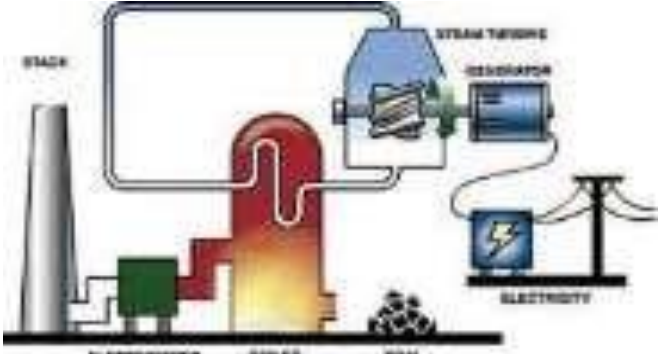
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| | | They do not have a contract or set hours of work. They are needed at busier times of the year e.g. At Christmas or for weddings, New Year's Eve. |
| 24. | Give 6 things that full and part time employees are entitled to. | <ol style="list-style-type: none"> 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, Masterchef, |

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| 36. | What are the benefits of portion control? | <p>Keeps the food costs down</p> <p>Keep losses in food preparation and serving to a minimum</p> <p>Offer a consistent portion to customers - they are getting 'value for money' and having the same size portion as everyone else.</p> <p>Minimise waste e.g. leftovers</p> <p>To make a profit which is constant</p> <p>The caterer can then determine a selling price (how much should be charged to cover costs and make a profit?)</p> <p>Using standard recipes can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.</p> |
| 37. | Give 5 methods of portion control? | <p>Scoops for ice cream, potatoes</p> <p>Ladles for soups, sauces, gravies</p> <p>Individual portion sizes</p> <p>Size of serving bowl etc</p> <p>Slices of a food</p> <p>Pre-marked for portions</p> <p>Decorated for portions</p> <p>Pre-portioned</p> |
| 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 PPE 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? | <p>To take care of themselves and others</p> <p>To follow safety advice and instructions</p> <p>Not interfere with any safety device</p> <p>To report accidents</p> <p>To report hazards and risks</p> |
| 45. | What does the HSE stand for? | H.S.E stands for the Health and Safety Executive . |
| 46. | Who enforces the HASAWA? | <p>Inspectors from the Health and Safety Executive (HSE)</p> <p>Manufacturers; schools and colleges; repairers; specialist places like hospitals and power stations</p> <p>Environmental Health Officers</p> <p>Places where the public go like shops, offices, leisure facilities</p> <p>Fire Officers – just enforce the bits relating to fire safety</p> |
| 47. | What are the rules for the safe use of equipment under the HASAWA? | <p>Only use equipment for which you have been authorised and/or trained</p> <p>Always wear any personal protective equipment such as goggles or gloves if you have been instructed to do so</p> |
| 48. | What are the substances covered by COSHH? | <ol style="list-style-type: none"> 1. Chemicals including cleaning chemicals 2. Micro-organisms 3. Dusts |

| | | |
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| | | 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. |  <p>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.</p> |
| 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. | <ul style="list-style-type: none"> • acrylic (PMMA) • high impact polystyrene (HIPS) • high density polythene (HDPE) • polypropylene (PP) • polyvinyl chloride (PVC) • polyethylene terephthalate (PET) |

| | |
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| 16. Name two different thermosetting plastics. | <ul style="list-style-type: none"> • 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:

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|----------------------------|--|
| 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


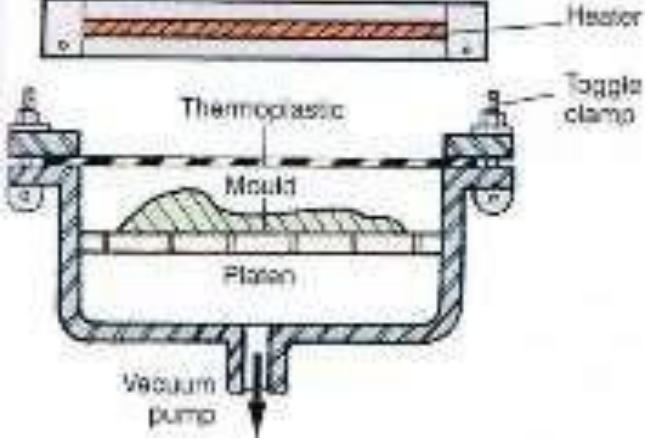
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| 1. State two negative effects of deforestation? | Negative effects of deforestation include: loss of habitat, risk of soil erosion, decrease in carbon captured by forests |
| 2. Explain why mining is required for metal ores. | Metal ores are found 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:

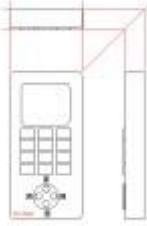
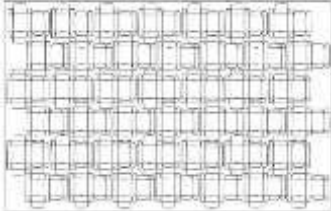
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|-------------------------|---|
| a. Corrugated cardboard | Flexible, good compressive strength, absorbs moisture, lightweight. |
| b. Oak | Good toughness, high density, heavy. |
| c. Low carbon steel | Good toughness, high density, heavy, fair electrical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

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| <p>6. Describe the process of air seasoning of larch.</p> | <p>Air Seasoning Sloping roof to allow rainwater to run off</p>  <p>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.</p> |
| <p>7. Name three different ways of cutting plywood.</p> | <p>Coping saw, bandsaw, tenon saw</p> |
| <p>8. Name three different ways of cutting low carbon steel sheet.</p> | <p>Hacksaw, junior hacksaw, oxy-acetylene torch</p> |
| <p>9. Name three different stock forms of material.</p> | <p>Sheet, bar, rod, ingot, granule</p> |
| <p>10. Describe the advantages of using stock forms of material.</p> | <p>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.</p> |
| <p>11. Define what is meant by batch production.</p> | <p>Batch production is the manufacture of products in small 'batches' of, for example, between 2 and 100.</p> |
| <p>12. Using notes and diagrams, describe the process of vacuum forming.</p> |  <p>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.</p> |
| <p>13. Name a wood or metal and describe in detail how to apply a specific finish that will prevent degradation or corrosion.</p> | <p>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.</p> |

Section C: Designing and Making Principles

1. Define the meaning of the following terms:

| | |
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| 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 |

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| 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. | <p>Materials should be marked close to an edge or tessellated to avoid waste.</p>  |

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) | <p>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 at the shopping centre / Callum saves Sephy / reactions to the bomb / the truth, Police arrest Ryan / trial / verdict / reprieve / death of Ryan.</p> <p>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</p> <p>Epilogue -</p> |
| 6. | Can you name the main characters? | <p>Hadley family – Sephy, Kamal, Minerva, Jasmine</p> <p>McGregor family – Callum, Ryan, Meggie, Jude, Lynette</p> <p>Nought traitor / Cross spy – Andrew</p> <p>Protestors</p> <p>Shania / Lola / Dionne – Cross school girls</p> <p>Judge</p> <p>Jackie – Cross prison guard</p> <p>Kelani Adams – Barrister</p> <p>Mr Pingule – Barrister</p> <p>Mr Bowden – Head teacher at Heathcroft</p> <p>Police men</p> |
| 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. | <ul style="list-style-type: none"> ○ 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. |

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| | | <p>This gives actors more depth when depicting roles and helps them explore / understand relationships within the text.</p> <ul style="list-style-type: none"> ○ 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? | <p>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."</p> |
| 22. | Can you discuss the historical context? | <p>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</p> <p>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</p> |
| 23. | What is the genre of the play? | <p>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 <i>Noughts & Crosses</i> 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.</p> <ul style="list-style-type: none"> • 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. |

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| | | <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> ○ The play was first performed by Pilot Theatre on 1st February, 2019, at Derby Theatre. |
| 26. | Describe the original staging? | <p>It was performed end on</p> <p>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.</p> |
| 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? | <ul style="list-style-type: none"> ✓ 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. |

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| 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 <i>'bright and jewel-like in their wealthy fabrics; the noughts faded and wrung out'</i> . 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. Strobos 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 (Taurat), The Psalms (Zabur), The Gospel (Injil) |

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| 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 its goods 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 |

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| | | 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 O2 to become Virgin media O2 |
| 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 |

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| | 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




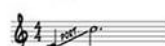

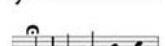
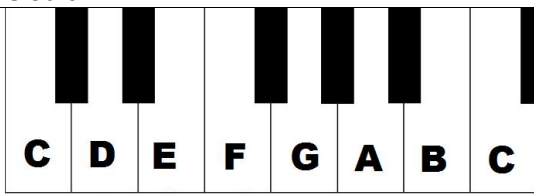
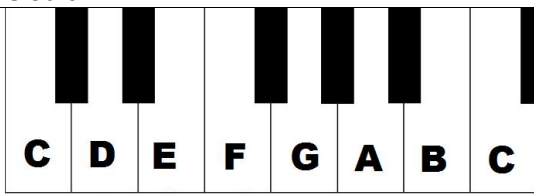
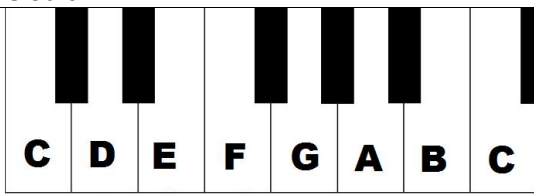
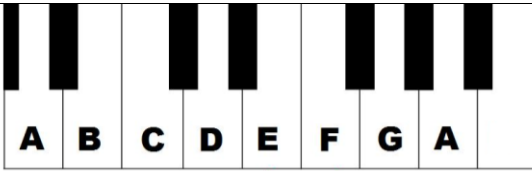
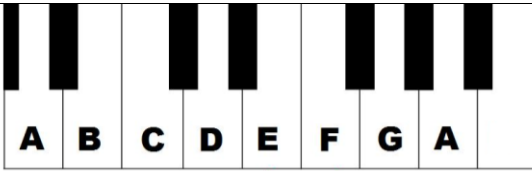
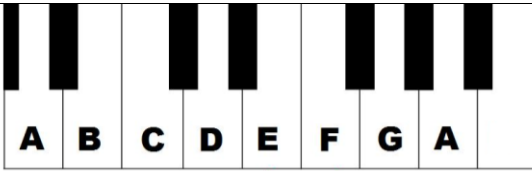
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| 1) Name 10 foods | Blumenkohl (cauliflower), Hähnchen (chicken), Rindfleisch (beef), Schweinefleisch (pork), Birne (pear), Erbsen (peas), Erdbeeren (strawberries), Zwiebeln (onions), Käse (cheese) Brötchen (bread rolls) |
| 2) Name 5 drinks | Milch (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), fünzig (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 |

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| | (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) |

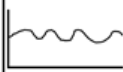

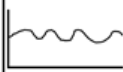

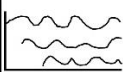

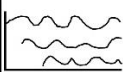

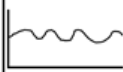

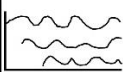

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| 32) Give the full conjugation of sein in the imperfect tense | Ich war, du warst, er/sie/es/man war, wir waren, ihr wart, Sie waren, sie waren (I was, you were, he/she/it/one was, we were, you were, you were (polite) they were) |
| 33) Give the full 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 Allgemeinen (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? | <table border="1"> <thead> <tr> <th>Symbol</th><th>Name</th><th>Function</th></tr> </thead> <tbody> <tr> <td>♭</td><td>flat</td><td>lower note semi-tone</td></tr> <tr> <td>♯</td><td>sharp</td><td>raise note semi-tone</td></tr> <tr> <td>♮</td><td>natural</td><td>cancel previous accidental</td></tr> <tr> <td>♭♭</td><td>double flat</td><td>lower note whole-tone</td></tr> <tr> <td>♯♯</td><td>double sharp</td><td>raise note whole-tone</td></tr> </tbody> </table> | Symbol | Name | Function | ♭ | flat | lower note semi-tone | ♯ | sharp | raise note semi-tone | ♮ | natural | cancel previous accidental | ♭♭ | double flat | lower note whole-tone | ♯♯ | double sharp | raise note whole-tone |
| Symbol | Name | Function | | | | | | | | | | | | | | | | | | |
| ♭ | flat | lower note semi-tone | | | | | | | | | | | | | | | | | | |
| ♯ | sharp | raise note semi-tone | | | | | | | | | | | | | | | | | | |
| ♮ | natural | cancel previous accidental | | | | | | | | | | | | | | | | | | |
| ♭♭ | double flat | lower note whole-tone | | | | | | | | | | | | | | | | | | |
| ♯♯ | double sharp | raise note whole-tone | | | | | | | | | | | | | | | | | | |
| 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? | <table><thead><tr><th>Tempo Marking</th><th>Definition</th></tr></thead><tbody><tr><td>Prestissimo</td><td>Very Very Fast (>200bpm)</td></tr><tr><td>Presto</td><td>Very Fast (168-200bpm)</td></tr><tr><td>Allegro</td><td>Fast (120-168bpm)</td></tr><tr><td>Moderato</td><td>Moderately (108-120bpm)</td></tr><tr><td>Andante</td><td>Walking Pace (76-108bpm)</td></tr><tr><td>Adagio</td><td>Slow and Stately (66-76bpm)</td></tr><tr><td>Lento/Largo</td><td>Very Slow (40-60bpm)</td></tr><tr><td>Grave</td><td>Slow and Solemn (20-40bpm)</td></tr></tbody></table> | 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) | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | |
| 21 | What are dynamics? | <p style="text-align: center;">Dynamics</p> <p style="text-align: center;">Softest ----- Loudest</p> <table><tr><td>Symbol:</td><td><i>pp</i></td><td><i>p</i></td><td><i>mp</i></td><td><i>mf</i></td><td><i>f</i></td><td><i>ff</i></td></tr><tr><td>Italian:</td><td>Pianissimo</td><td>Piano</td><td>Mezzo Piano</td><td>Mezzo Forte</td><td>Forte</td><td>Fortissimo</td></tr><tr><td>English:</td><td>Very Soft</td><td>Soft</td><td>Medium Soft</td><td>Medium Loud</td><td>Loud</td><td>Very Loud</td></tr></table> | Symbol: | <i>pp</i> | <i>p</i> | <i>mp</i> | <i>mf</i> | <i>f</i> | <i>ff</i> | Italian: | Pianissimo | Piano | Mezzo Piano | Mezzo Forte | Forte | Fortissimo | English: | Very Soft | Soft | Medium Soft | Medium Loud | Loud | Very Loud |
| Symbol: | <i>pp</i> | <i>p</i> | <i>mp</i> | <i>mf</i> | <i>f</i> | <i>ff</i> | | | | | | | | | | | | | | | | | |
| Italian: | Pianissimo | Piano | Mezzo Piano | Mezzo Forte | Forte | Fortissimo | | | | | | | | | | | | | | | | | |
| English: | Very Soft | Soft | Medium Soft | Medium Loud | Loud | Very Loud | | | | | | | | | | | | | | | | | |
| 22 | What is articulation? | <p>The way a note starts and ends</p> <p>Staccato - short, detached </p> <p>Legato - smooth </p> <p>Slurs </p> <p>Slides/glissando </p> <p>Harmonic </p> <p>Pause/Fermata </p> | | | | | | | | | | | | | | | | | | | | | |
| 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? | <table><tr><td></td></tr><tr><td>T T S T T T S</td></tr><tr><td>Tone - Tone - Semitone - Tone - Tone - Tone - Semitone</td></tr></table> |  | T T S T T T S | Tone - Tone - Semitone - Tone - Tone - Tone - Semitone | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| T T S T T T S | | | | | | | | | | | | | | | | | | | | | | | |
| Tone - Tone - Semitone - Tone - Tone - Tone - Semitone | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | What is the order of tones and semitones in a minor scale? | <table><tr><td></td></tr><tr><td>T S T T S T T</td></tr><tr><td>(Tone - Semitone - Tone - Tone - Semitone - Tone - Tone)</td></tr></table> |  | T S T T S T T | (Tone - Semitone - Tone - Tone - Semitone - Tone - Tone) | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| T S T T S T T | | | | | | | | | | | | | | | | | | | | | | | |
| (Tone - Semitone - Tone - Tone - Semitone - Tone - Tone) | | | | | | | | | | | | | | | | | | | | | | | |

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

| | | <table><tr><th>Type</th><th>Definition</th><th>Diagram</th></tr><tr><td>Monophonic</td><td>a single, unaccompanied melodic line</td><td></td></tr><tr><td>Homophonic</td><td>melody with accompaniment</td><td></td></tr></table> | Type | Definition | Diagram | Monophonic | a single, unaccompanied melodic line |  | Homophonic | melody with accompaniment |  | <table><tr><td>Polyphonic</td><td>more than one melody performed at the same time</td><td></td></tr><tr><td>Heterophonic</td><td>two melodic lines that follow each other, but with more ornamentation in the main melody</td><td></td></tr></table> | Polyphonic | more than one melody performed at the same time |  | Heterophonic | two melodic lines that follow each other, but with more ornamentation in the main melody |  |
|--------------|--|---|------|------------|---------|------------|--------------------------------------|---|------------|---------------------------|---|--|------------|---|---|--------------|--|---|
| Type | Definition | Diagram | | | | | | | | | | | | | | | | |
| Monophonic | a single, unaccompanied melodic line |  | | | | | | | | | | | | | | | | |
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| Heterophonic | two melodic lines that follow each other, but with more ornamentation in the main melody |  | | | | | | | | | | | | | | | | |
| 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 2 nd , sounds jumpy. | | | | | | | | | | | | | | | | |
| 49 | What is triadic and scalar melody? | Triadic melody moves between the notes of the triad in any order. Scalar 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 <i>not</i> 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) |

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| 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) |

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| 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) |

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| 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) |