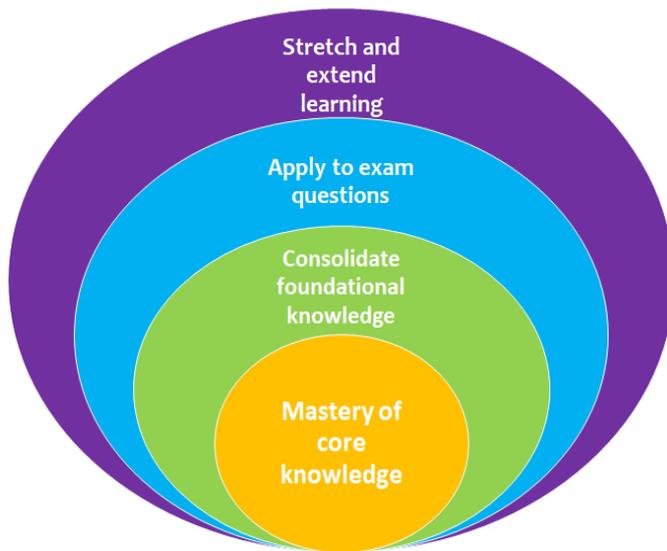




Ark Acton
Academy

**Year 10
Knowledge
Booklet
Autumn 2022**

What does great independent studying look like?



1. Use self quizzing to master core knowledge.

Give yourself frequent opportunities to practise recalling the core knowledge - this knowledge must be automatic to make rapid progress.

2. Consolidate foundational knowledge.

Use online platforms and revision guides to check you know how this core knowledge fits into a bigger picture. You will receive rewards via assemblies to celebrate how frequently you use these platforms.

- A. www.hegartymaths.com: KS3 & KS4 maths
- B. www.senecalearning.com: English, history, geography, religious studies, music, KS3 science
- C. www.my-gcse-science.com: KS4 biology, physics, chemistry
- D. <https://uk.language-gym.com>: French and Spanish
- E. www.groklearning.com: computer science
- F. www.quizlet.com: all subjects

3. Apply your knowledge to practice exam questions

See your teacher to receive sample exam questions.

4. Stretch and extend your learning.

Independently research the topics you are interested in and read widely around your favourite subjects. The below platforms will help:

- a. www.startprofile.com: careers
- b. www.thisislanguag.com: French and Spanish
- c. www.digitaltheatreplus.com: access to live theatre
- d. <https://www.newscientist.com/>: news and developments in science
- e. <https://www.britishmuseum.org/collection>: British museum online collection [history, geography and RS].

5. Read widely for pleasure: www.sora.com

How to use this booklet for self-quizzing

Self-quizzing is a powerful strategy to get knowledge stuck in your long-term memory. And it's so simple to do!

Watch this video to learn how to self quiz: <https://tinyurl.com/AGFSIL>

How should I self-quiz?

1. Look at no more than 10 terms at a time.
 2. Read the terms and say them over and over again in your head (**without speaking aloud**) for 2-3minutes.
 3. Cover the terms on the following pages with an exercise book, **with a black pen**, write down as many terms and definitions as you remember.
 4. **With a green pen**, uncover the terms and check you have correctly spelled and defined each term. Refine your spelling and definition in blue.
 5. Spend 2-3 minutes reading the terms again and saying them in your head.
 6. Fold your piece of paper so you cannot see the first round of quizzing, cover the terms and write down as many terms and definitions as you remember.
 7. **With a green pen**, uncover the terms and check you have correctly spelled and defined each term. Refine your spelling and definition in blue.
 8. Repeat this process until you can correctly spell and define each term.
- **If you run out of space in your quizzing book, you should use lined paper to complete your self quizzing.**
 - You will be asked to place your quizzing on your desk to show your teacher on the day it is due.

To space your quizzing out to maximise retention of knowledge, change subjects after 40minutes.

Organising your self-quizzing book

Date of work completion

Date when work is due:

Subject

Work Completed: 29/3/20
Work Due: 19/4/21

Maths

| | |
|---|--|
| <p>Attempt 1</p> <p>Types of transformation: reflection, rotation, enlargement, translation</p> <p>Reflection = mirror image, on opposite side of line, without changing size</p> <p>Enlarge = make bigger or smaller</p> <p>Rotation = turn around a point, without changing size</p> <p>Translate = move? Change position of a shape, without change of size.</p> | <p>Rotation = move ^{turn} around a point, without changing size</p> <p>translation = change of position, without changing size</p> <p>#4</p> <p>Types of transformation = reflection, enlargement, rotation, translation</p> <p>Reflection = mirror image on opposite side of line, without change of size.</p> <p>Enlargement = making bigger or smaller.</p> |
| <p>Attempt 2</p> <p>Types of transformation = reflection, enlargement, rotation, translation</p> <p>Reflection = mirror image opposite side of line ^{across} a line, without changing size.</p> <p>Enlargement = make bigger or smaller.</p> <p>Rotation = turn ^{turn} around a point, no change of size.</p> <p>translation = move ^{change position}, without change of size. *</p> | <p>Rotation = turn around a point, no change in size</p> <p>Translation = change of position, no change in size</p> <p>#5</p> <p>Types of transformation = rotation, reflection, enlargement, translation</p> <p>Rotation = turn ^{turn} around a point. ^{no change in size}</p> <p>Enlargement = make bigger or smaller.</p> <p>Reflection = mirror image, opposite side of line, no change in size.</p> <p>Translation = change of position, no change of size.</p> |
| <p>Attempt 3</p> <p>Types of transformation = reflection, enlargement, rotation, translation</p> <p>Reflection = mirror ^{mirror} image opposite side of ^{across} a line, without changing size</p> <p>Enlargement, making bigger or smaller.</p> | <p>#6</p> <p>Types of transformation = rotation, translation, enlargement, reflection</p> <p>Rotation = turn ^{turn} around a point, ^{no size change}</p> <p>Translation = change of position. No change in size.</p> <p>Reflection = mirror image on opposite side of line, no size change.</p> <p>Enlargement = make bigger or smaller.</p> |

English

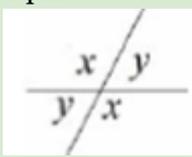
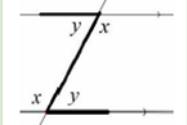
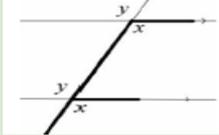
Autumn Knowledge

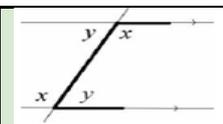
| Block A | | Block B | |
|---------------------------|---|---|---|
| Charles Dickens | Dickens wrote A Christmas Carol as a response to Victorian attitudes towards poverty, particularly child poverty, and wished to use the novella to put forward his argument against it. | Cantankerous | Describes Scrooge's bad-tempered and grumpy approach to others. |
| Plight of the poor | A major concern for Charles Dickens was how the suffering of the poor was ignored by society | Belligerent | Describes how Scrooge is hostile and always looking to be argumentative rather than welcoming. |
| The New Poor Law | A law that altered the way the poor were helped: the only help available was to go to work in a workhouse. | Avaricious | A person who is extremely greedy. |
| Victorian London | The setting for the story, and a place where the wealthy and most disadvantaged lived. | Parsimonious | Not wanting to spend money or share your resources with others. |
| Christian Values | Dickens was more interested in the general spirit of Christmas than following all the teachings of Christianity. He believed that the festival promoted good will charity and compassion. | Misanthropic | An unsociable person who dislikes mixing with other people. |
| Block C | | Block D: | |
| Ebenezer Scrooge | The main protagonist of the novella, a cantankerous old man who must change his ways. | Mr Fezziwig | The antithesis of Scrooge as an employer, this jolly and generous man was the employer of a young Ebenezer Scrooge. |
| Jacob Marley | Scrooge's old business partner, who now drags chains as a ghost as punishment. | Ignorance and Want | Two neglected children shown to Scrooge by the Ghost of Christmas Present. |
| Fred | Scrooge's kind and generous nephew. | The Ghost of Christmas Past | A ghost who looks young and old at the same time, with light coming out of his head. |
| Bob Cratchit | Scrooge's poor but hardworking assistant. | The Ghost of Christmas Present | A ghost who looks like a traditional version of Father Christmas and carries a torch. |
| Tiny Tim | Bob Cratchit's sickly and disabled son. | The Ghost of Christmas Yet to Come | A ghost who is a hooded figure with no face. It does not speak. |

| Block E | | Block F | |
|-----------------------------|--|--------------------|--|
| Nostalgic | To look back on memories and visions of the past with fondness. The Ghost of Christmas past uses this to remind Scrooge of who he was before he was consumed by avarice. | Anagnorisis | The moment where Scrooge realises the true nature of his circumstances: that he must become a better person. |
| Avarice | A major theme within the novella that explores how greed can consume your life and prevent you from being a morally responsible person. | Redemption | A theme that explores the act of being saved from evil, error or a great mistake. The novella is structured as Scrooge's path towards achieving this. |
| Transformation | Describes how Scrooge changes from the miserly old man from stave one to the redeemed and repentant man he becomes in the final stave. | Allegory | A story that has a hidden symbolic meaning. |
| Christmas Spirit | The idea that one should enjoy the festive period through acts of kindness, good will and generosity. Fred reminds Scrooge of this in the opening stave. | Stave | Dickens is acting as if the novella is a Christmas song rather than a book with chapters. Another example of how the Christmas spirit is a central theme of the novella. |
| Moral Responsibility | A theme that reflects one of Dickens core values: that we all have a duty to support those around us, especially those who are disadvantaged. | Antithesis | The term used to describe how Fred and Mr Fezziwig are opposite to Scrooge in how he chooses to live his life. |

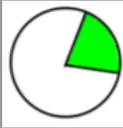
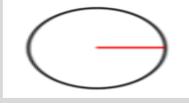
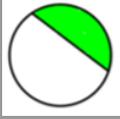
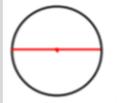
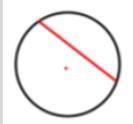
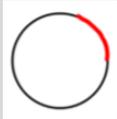
Mathematics

Summer Knowledge

| Block A | | Block B | |
|-----------------------------|---|---------------------------|---|
| Proportion | A relationship between two quantities | Best buy | Deciding which offer is the best value for money |
| Direct proportion | Two quantities increase at the same rate | Unitary method | Finding the price of one unit and comparing the cost per unit |
| Indirect proportion | As one quantity increases, the other decreases at the same rate | Exchange rate | The price of one currency in terms of another |
| Constant of proportionality | A constant number that determines the relationship between the two quantities in a proportion | Conversion graph | A graph used to convert between two units |
| Block C | | Block D | |
| Acute angle | Less than 90° | Angles on a straight line | Sum to 180° |
| Obtuse angle | Between 90° and 180° | Angles around a point | Sum to 360° |
| Reflex angle | More than 180° | Angles in a triangle | Sum to 180° |
| Right angle | Exactly 90° | Isosceles triangle | The two base angles are equal to each other |
| | | Equilateral triangle | All of the angles are equal to 60° |
| Block E | | Block F | |
| Parallel lines | Lines that are equidistant (same distance) from each other | Percent | Out of 100 |
| Vertically opposite angles | Vertically opposite angles are equal  | Multiplier | Used to work out percentage of amount when we have a calculator |
| Alternate angles | Alternate angles are equal  | Finding 1% of an amount | Divide by 100 |
| Corresponding angles | Corresponding angles are equal  | Finding 10% of an amount | Divide by 10 |
| Co-interior angles | Co-interior angles sum to 180° | Finding 50% of an amount | Divide by 2 |



| | | | |
|---|---|----------------------------------|---|
| Block G | | Block H | |
| Finding 20% of an amount | Divide by 5 | Convert fractions to decimals | Divide the numerator by the denominator using the bus stop method |
| Finding 25% of an amount | Divide by 4 | Convert decimals to fractions | Write as a fraction out of 10, 100 or 1000 and simplify |
| Percentage change | $\frac{\text{difference}}{\text{original}} \times 100$ | Convert percentages to decimals | Divide by 100 |
| Increase by a percentage | Find the percentage and add it to the original amount | Convert decimals to percentages | Multiply by 100 |
| Decrease by a percentage | Find the percentage and subtract from the original amount | Convert fractions to percentages | Convert to decimal and then multiply by 100 |
| | | Convert percentages to fractions | Write the percentage over 100 as a fraction |
| Block I | | Block J | |
| Interest | A fee which is paid for borrowing money | Ratio | A statement of how two numbers compare |
| Principal | The original amount of money | Simplify a ratio | Divide both parts by their highest common factor |
| Rate | The percentage of the original that is added on | Scale up a ratio | Multiply both parts by the same number |
| Simple interest | When the interest remains constant over time | Sharing in a ratio | A method of dividing an amount in a given a ratio |
| Block K | | Block L | |
| Perimeter | The length on the outside of a shape | Square number | The result when you multiply a number by itself |
| Area | The space taken by the shape | Right angle triangle | A triangle with a 90° angle |
| Perpendicular height | The height that is at 90° to the length | Hypotenuse | The longest side in a right-angle triangle. It is always opposite the right angle |
| Area of square, rectangle and parallelogram | Length × perpendicular height | Pythagoras' theorem | $a^2 + b^2 = c^2$ |
| Area of a triangle | | | |
| Block M | | Block N | |
| Circumference | The perimeter of the circle | Sector | The region enclosed by 2 radii and their intercepted arc |

| | | | |
|----------|--|----------------------------|---|
| |  | |  |
| Radius | The distance from the centre of the circle to the edge  | Segment | The region bounded by a chord and the arc created by the chord  |
| Diameter | The total distance across the width of a circle through the centre. Double the radius  | Calculating circumference | $\pi \times diameter$ |
| Chord | A straight line whose end points lie on a circle  | Calculating area of circle | $\pi \times radius^2$ |
| Tangent | A straight line which touches the circle at exactly one point  | Compound shape | A shape made up of two or more shapes joined together |
| Arc | A part of the circumference of a circle  | | |

Science

Quizzing is a vital component of education; it gives pupils the chance to consolidate their knowledge, while building independence.

In Term 1, students will be using Seneca for weekly quizzing.

This will take the form of a weekly online quiz, which teachers will check for completion and common errors. Teachers will then re-teach any areas of weakness for their class from the quizzing as well as including these errors in Do Now tasks to ensure the gaps in knowledge are closed.

| Year 10 combined homework tracker – Term 1 | | | | |
|---|--|---|---|--|
| Day homework set: Thursday Day homework due: Wednesday | | | | |
| Week homework due | Combined science | Biology | Chemistry | Physics |
| 19/9/22 | Seneca 2.1.1 – 2.1.4 Principles of organisation (GCSE combined H) | Seneca 2.2 – 2.2.4 Enzymes Key diagnostic misconceptions | Seneca 2.2 Chemical Properties Key diagnostic misconceptions | Seneca 5.1 Basics of Motion Key diagnostic misconceptions |
| 26/9/22 | Seneca 2.2.1 to 2.2.3 Enzymes (GCSE Combined H) | Seneca 2.1 principles of organisation | Seneca 2.1 & 2.3.10 chemical bonds | Seneca 5.3.1- 5.3.6 Acceleration |
| 3/10/22 | Seneca 2.2.4 – 2.2.6 End of Topic Test | Seneca 2.2.1 – 2.2.3 & 2.2.8 & 2.2.10 Enzymes | Seneca 2.3.1 – 2.3.4 chemical properties | Seneca 5.3.7 – 5.3.11 Terminal velocity |
| 10/10/22 | Seneca 2.1.1 – 2.1.6 structure and bonding (GCSE Combined H) | Seneca 2.2.4 – 2.2.6 Digestion | Seneca 2.3.5 – 2.3.8 Carbon structures | Seneca 5.2.1- 5.2.4 Gravity |
| 17/10/22 | Seneca 2.2.1 – 2.2.4 States of Matter (GCSE Combined H) | Seneca 1.1.4 – 1.1.6 GCSE Science practicals | Seneca 2.3.9 End of Topic Test - Chemical Bonding | Seneca 5.2.5 – 5.2.10 Hooke's law |
| 24/10/22 | Half Term | | | |
| 31/10/22 | Seneca 2.3.1- 2.3.6 Chemical Properties (GCSE Combined H) | Seneca 2.2.7 & 2.2.9 End of topic test | Seneca 4.2 Reactivity of Metals | Seneca 3.1.8 Springs GCSE Science practical |
| 7/11/22 | Seneca 2.3.9 End of topic test (GCSE combined H) | Seneca 2.3.1 – 2.3.6 Circulatory System | Seneca 4.4.1, 4.4.2, 4.4.5 Electrolysis & Metal Extraction | Seneca 1.3.1 – 1.3.5 Energy Resources |
| 14/11/22 | Seneca 1.1.1 – 1.1.6 Energy Changes (GCSE Combined H) | Seneca 4.2.1- 4.2.3 & 4.2.5 Respiration | Seneca 2.1.4 & 2.1.5 GCSE Science practicals | Seneca 3.1.1 & 3.1.2 GCSE Science practicals |
| 21/11/22 | Seneca 1.2.1 – 1.2.4 Energy Losses & Efficiency (GCSE Combined H) | Seneca 2.3.7 & 4.2.4 end of topic tests (Circulatory and respiration) | Seneca 4.4.3 end of topic tests | Seneca 1.3.6- 1.3.7 end of topic tests |
| 28/11/22 | Seneca 1.3.1- 1.3.5 Fossil Fuels & Geothermal Energy (GCSE combined H) | Seneca 1.1.4, 1.1.8, 1.1.9 AQA Biology H predicted papers | Seneca 1.1.3, 1.1.6, 1.1.8 AQA Chemistry H predicted papers | Seneca 1.1.1, 1.1.2, 1.1.6, 1.1.9 & 1.2.3 & 1.2.4 AQA Physics H predicted papers |
| 5/12/22 | Seneca 1.3.6-1.3.7 End of topic test | Seneca 2.1.4, 2.1.5, 2.1.8 AQA Biology H predicted papers | Seneca 2.1.1, 2.1.5, 2.1.6, 2.1.7, 2.1.8 AQA Chemistry H predicted papers | Seneca 2.1.5, 2.1.6, 2.1.12, 2.2.3, 2.2.6 AQA physics H predicted papers |
| 12/12/22 | Seneca 1.1 Energy Changes Key diagnostic misconceptions | Seneca 3.1.5 3.1.8, 3.1.9, 3.1.10 AQA Biology H predicted papers | Seneca 3.1.2 3.1.5, 3.1.6, 3.1.7, 3.1.9 AQA chemistry H predicted papers | Seneca 3.1.2, 3.1.13, 3.2.9, 3.2.10 AQA Physics H predicted papers |

Geography

Summer Knowledge

| Block A | | Block B | |
|--------------|---|----------------------------|---|
| Ecosystem | The living and non-living parts of an environment and the interrelationships that exists between them | Adaptations | The way that plants and animals evolve to cope with certain environmental conditions such as excessive rainfall |
| Abiotic | Non-living, e.g. atmosphere, water or heat | Organisms | An individual animal, plant or single-celled life form |
| Biotic | Living, e.g. trees, animals, humans or plants | Producers | Organisms that obtain their energy from a primary source such as the sun |
| Biomes | Global scale ecosystems, e.g. tropical rainforests | Consumers | Organisms that obtain their energy by eating other organisms |
| Biosphere | The regions of the surface and atmosphere occupied by all living things. | Decomposers | Organisms such as bacteria that break down plant and animal matter |
| Block C | | Block D: | |
| Scavengers | Organisms that consume dead animals and plants | Nutrient Cycling | The recycling of nutrients between living organisms and the environment |
| Food Chain | A line of linkages between producers and consumers | Temperate Deciduous Forest | Forests made up of broad-leaved trees such as oak that drop their leaves in the autumn. |
| Food Web | A diagram that shows all the linkages between producers and consumers in an ecosystem. | Evergreen Trees | Trees which do not lose their leaves in the year |
| Biodiversity | The variety of species in the world, country or local habitat | Stratification | Layering of forests, seen particularly in temperate deciduous forests and tropical rainforests |
| Productivity | Generation of biomass by photosynthesis | Leaching | The dissolving and removal of nutrients from the soil, often in tropical rainforests because of the heavy rain |
| Block E | | Block F | |
| Arid | Dry conditions associated with the deserts | Clear Felling | Absolute clearance of all trees from an area |
| Hot Deserts | Deserts have rainfall of less than 249mm of rainfall per year. Hot deserts around found 30°N and S of the equator | Selective Logging | The cutting down of selected trees, leaving most of the trees intact |
| Cold Deserts | Deserts have rainfall of less than 249mm of rainfall per year. Cold deserts are found 60°N and S and further from the equator | Slash and Burn | Trees are cut down and the land is cleared by burning before being replanted |

| | | | |
|----------------|--|------------------------|---|
| Deforestation | The cutting down and removal of trees | Sustainable Management | Development is long lasting and not harmful to the environment |
| Pollarding | The cutting of trees at shoulder height to promote growth | Carbon Sink | Where forests absorb carbon dioxide from the atmosphere |
| Block G | | Block H | |
| Endemic | Species of animals which are only found in specific areas of the world | Appropriate Technology | Technology suited to the needs of the local people that combines materials and is environmentally friendly. |
| Precipitation | Rainfall falling from the atmosphere | Tap Roots | Deep roots which extend underground in search of water |
| Diurnal | Range between day and night temperatures | Dormant | Sleeping/hibernating for periods of time to conserve energy |
| Water Table | The level below which the ground is saturated with water | Transpiration | Water evaporating of the surface of vegetation |
| Overgrazing | Livestock grazing on the land for too long, so it is unable to recover its vegetation. | Desertification | A reduction in the biological productivity of the land which leads to deserts like conditions, e.g. The Sahel |
| Block I | | Block J | |
| Cash Crops | Growing crops to make money, not for personal consumption | | |
| Monoculture | The farming of a single crop | | |
| Marginal Land | The areas which can only be farmed when conditions are very good (e.g. rainfall) | | |
| Afforestation | Replanting of trees | | |
| Desalination | Industrial process to move salt from seawater | | |

History

Autumn Knowledge

| Block A: Key Dates – The Weimar Republic | | Block B: Key Dates – The Weimar Republic | |
|--|--|---|---|
| 1918 | World War One ended. Kaiser abdicated and Germany becomes a Republic. | 1924 | Dawes Plan |
| January 1919 | Spartacist Uprising | 1925 | Locarno Treaty |
| June 1919 | Treaty of Versailles signed | 1926 | Germany joins League of Nations |
| 1920 | Kapp Putsch | 1928 | Kellogg-Briand Pact |
| 1923 | French occupation of the Ruhr/ hyperinflation | 1929 | Young Plan |
| Block C: Key Dates – Hitler’s Rise to Power | | Block D: Key Dates – Nazi Control and Dictatorship | |
| 1920 | Hitler sets up the Nazi Party | February 1933 | Reichstag Fire |
| 1923 | The Munich Putsch | March 1933 | Enabling Act passed |
| 1929 | Death of Stresemann/ Wall Street Crash | July 1933 | Nazis become only legal party in Germany |
| July 1932 | Nazis win 230 seats in the Reichstag | June 1934 | Night of Long Knives |
| January 1932 | Hitler becomes Chancellor | August 1934 | Hindenburg dies. Hitler combines the post of Chancellor and President to become Fuhrer. |
| Block E: Key Dates- Life in Nazi Germany, 1933-39 | | Block F: Key Terms – 1918-33 | |
| 1933 | Boycott of Jewish shops and businesses. Law for the Encouragement of Marriage passed | Article 48 | This gave the President the right to pass emergency laws without support of the Reichstag |
| 1935 | Nuremberg Laws passed | Freikorps | Ex-military soldiers who wanted to overthrow the Republic |
| 1936 | Hitler Youth membership made compulsory | Coalition | A government of two or more political parties |
| 1938 | Night of Broken Glass (Kristallnacht) | Aryan | Pure German people |

| | | | |
|--|---|---|---|
| 1939 | Jewish ghettos established. Euthanasia campaign begins. | 25 -point programme | The political manifesto of the Nazi party |
| Block G: Key Terms – 1933-39 | | Block H: Key people/groups 1918-1933 | |
| Nazi ideals of womanhood | Kinder, Kuche, Kirche (Children, Kitchen, Church) | Stresemann | Chancellor and Foreign minister of Weimar Republic |
| Lebensborn | Increasing the birth rates of pure Germans | Gestapo | Secret police under the authority of the SS (which was controlled by Himmler) |
| Lebensraum | Increasing living space for pure Germans | Concordat | Agreement by the Pope in 1933 not to get involved in political matters if the Nazis did not interfere with the Church |
| Strength through Joy | The attempt to improve leisure time of German workers | Marius Van der Lubbe | The Communist who was blamed for the Reichstag Fire. |
| Reich Labour Service | A scheme to provide young German men with manual labour jobs | Eidelweiss Pirates | Groups who opposed Hitler Youth |
| Block I: Weimar Germany Why was the Republic under threat from 1919-1923? | | Block J: What were the consequences of the Treaty of Versailles? | |
| Political threats | Right wing nationalist groups such as the Freikorps posed a threat to the democratic Weimar Republic. Left wing groups adhering to Communist ideologies also presented a threat as shown by the Spartacist uprising | Loss of land | 13% of Germany's former land was lost. Alsace and Lorraine were returned to France and the Ruhr was demilitarised. It also lost the port of Danzig. |
| Hyperinflation | The reparations paid to foreign powers as a result of the Treaty of Versailles and the French invasion of the Ruhr triggered the hyperinflation crises of 1923. The quality of living and employment became a national crisis as a result of the inflation crises | Loss of Military | Army was restricted to 100,000 men. No submarines were allowed and no aircraft was allowed according to the treaty. |
| The Treaty of Versailles | Economic repayments, loss of land and prestige, the war guilt clause and losses to its military | Economic reparations | Germany had to pay £6.6 billion in reparations |

| | | | |
|---|--|-----------|---|
| | ensured the Weimar republic was in a weak state from 1919 | | |
| Weimar constitution | The Weimar constitution had flaws from the very beginning, including Article 48 | War guilt | Germany had to accept blame for the war |
| Block K: Why did the Weimar Republic recover from 1924-1929? | | | |
| Rentenmark 1923 | In November 1923, Stresemann introduced a new currency called the Rentenmark. This ended the problem of hyperinflation. German money was now trusted at home and abroad. | | |
| Dawes Plan 1924 | Reparations were temporarily reduced to £50 million per year. US banks gave loans to German industry. They loaned \$25 billion between 1924 and 1930. | | |
| Young Plan 1929 | Reduced the total reparations debt from £6.6 billion to £2 billion. Germany was given a further 59 years to pay | | |

French

Summer Knowledge

| Block A | | Block B | |
|--|--|--|--|
| Tu t'entends bien avec ta famille? | Do you get on well with your family? | Avec qui tu t'entends le mieux? | With whom do you get on well better? |
| je dois dire que je m'entends bien avec ma famille | I must say that I get on well with my family | je dirais que je m'entends mieux avec ma soeur | I would say that I get on well better with my sister |
| car ils sont vraiment sympas | Because they are really nice | car elle est moins têtue que mon frère | Because she is less stubborn than my brother |
| et on fait beaucoup de choses ensemble. | And we do a lot of things together. | par contre, je m'entends moins bien | However, I get on less well |
| par contre, je me dispute souvent avec ma soeur | However, I often argue with my sister | avec ma demie-soeur vu qu'elle est | With my half-sister seeing that she is |
| car elle est très égoïste | Because she is selfish | plus paresseuse que mon demi-frère. | More lazy than my half-brother. |
| et elle me prend toujours mes vêtements. | And she always takes my clothes | | |
| Block C – | | Block D: | |
| Comment étais-tu quand tu étais plus jeune? | How were you when you were younger? | C'est quoi un bon ami pour toi? | What is a good friend for you? |
| quand j'étais plus jeune, | When I was younger, | je pense qu'un bon ami est | I think that a good friend is |
| j'étais très bavard mais aussi travailleur | I was very chatty but also hard-working | quelqu'un qui me fait rire | Someone who makes me laugh |
| par contre maintenant, je dois dire que | However, now, I must say that | et qui prend soin de moi | And who takes care of me |
| je suis paresseux et pas très sociable. | I am lazy and not very sociable. | car, à mon avis, ce sont les qualités | Because, in my opinion, these are the qualities |
| mon frère, lui, n'aimait pas les légumes | My brother, him, didn't use to like vegetables | les plus importantes. | The most important. |
| alors que maintenant, il est végétarien. | Whereas now, he is vegetarian. | | |
| Block E | | Block F | |

| | | | |
|---|---|--|--|
| Quel défaut ne doit pas avoir un bon ami? | What flaws a good friend must not have? | Qui est la personne que tu admires la plus au monde? | Who is the person that you admire the most in the world? |
| pour moi, un bon ami est | For me, a good friend is | je dois dire que la personne que j'admire | I must say that the person that I admire |
| quelqu'un qui n'est jamais | Someone who is never | c'est mon grand-père parce qu'il a réussi | Is my grandfather because he succeeded |
| de mauvaise humeur ou prétentieux | In a bad mood or pretentious | grâce à son courage et à son honnêteté. | Thanks to his courage and his honesty. |
| car ce sont les pires des défauts. | Because these are the worst flaws. | je voudrais suivre son exemple. | I would like to follow his example. |

| Block G | | Block H | |
|--|--|-------------------------------------|----------------------------|
| Quels sont tes projets pour ce week-end? | What are your projects for this weekend? | Qu'est-ce que tu as fait récemment? | What did you do recently? |
| cet après-midi, on va aller au match de foot | This afternoon, we are going to go to a football match | Récemment, je suis sortie en ville | Recently, I went to town |
| et ce soir nous allons manger au fast-food | And tonight, we are going to eat in a fast food | et j'ai vu un spectacle de danse | And I saw a dance show |
| je pense que ce sera une bonne idée. | I think that it will be a good idea. | et je dois dire que c'était | And I must say that it was |
| tu veux venir avec nous? | Do you want to come with us? | une soirée fabuleuse. | A fabulous evening. |

Religious Studies

Autumn Knowledge

| Christianity Beliefs: Block A | | Block B | |
|-------------------------------|---|---------------------|---|
| monotheism | Belief in one God | omniscient | Quality of God: all-knowing |
| holy | dedicated or consecrated to God or a religious purpose; sacred. | omnipotent | Quality of God: all-powerful |
| The Holy Trinity | Belief in God the father, God the son and God the holy spirit | omnibenevolent | Quality of God: all-loving |
| God the Father | First person of the Trinity The creator God | just | Quality of God: bringing about what is right and fair. Serving justice. |
| God the Son | Second person of the Trinity the title of Jesus within the trinity. Denotes the special relationship between Jesus and God the father | sin | Any action or thought that separates humans from God |
| God the Holy Spirit | Third person of the Trinity the inspiring presence of God in the world | sin | Behaviour which is against God's laws and wishes or against principles of morality |
| Block C | | Block D: | |
| original sin | The first sin of humanity committed by Adam and Eve. | Creation | The act by which God brought the universe into being |
| Original Sin | An Augustine Christian doctrine that says that everyone is born with a built in urge to do wrong | Free Will | Christian belief that God gives people the ability to make decisions for themselves |
| doctrine | a belief or set of beliefs held and taught by a Church | The Gospels | Names of the books about the life of Jesus, Matthew, Mark, Luke and John |
| The Fall | the belief that when Adam and Eve disobeyed God, they 'fell' from perfection and brought evil into a perfect world. | The problem of Evil | Evil and suffering prove that God does not exist |
| The Word | The term used at the beginning of John's gospel to describe the Son of God | Incarnation | God in human form |

| Block E | | Block F | |
|----------------------|--|---------------------------------|---|
| Nicene Creed | A statement of belief used in Christian services | Resurrection | The physical return of Jesus on the third day after he died. Jesus rising from the dead: The central belief of Christianity |
| Apostles Creed | A statement of belief from the Early Church | Salvation | Saving of the soul from sin |
| agape | Christian love | Grace | Unconditional love that God shows to people who do not deserve it |
| Crucifixion | Capital punishment used by Romans, nailing someone to a cross to kill them | heaven | The place of eternal joy, the state of being in the presence of God |
| Blasphemy | A religious offence which includes claiming to be God | hell | The place of eternal suffering, the state of being without God |
| Forgiveness | Showing grace and mercy and pardoning someone for what they have done wrong | Satan | Name for the devil. The personification of evil |
| Block G | | Christianity Practices: Block H | |
| purgatory | The intermediate state where souls are cleansed in order to enter heaven | Anglican | A worldwide denomination that includes the Church of England |
| The Day of Judgement | A time when the world will end and every soul will be judged by God; rewarded or punished | The Church of England | Protestant church set up by Henry V111-church of state in England, rejects papal authority |
| Ascension | Jesus being taken up to heaven on the 40 th day after Easter | The Orthodox church | A branch of the Christian church |
| Atonement | The action of making amends for wrong doing. Being at one with god | Protestant | Branch of the Christian church that broke away from the Roman Catholic church |
| | | Quakers | Society of Friends Christian group |
| Block I | | Block J | |
| advent | the first season of the Church year, leading up to Christmas and including the four preceding Sundays. | Easter | the most important and oldest festival of the Christian Church, celebrating the resurrection of Christ |
| Christmas | Christmas is traditionally a Christian festival celebrating the birth of Jesus | Lent | the period preceding Easter, which is devoted to fasting, abstinence, and penitence in commemoration of Christ's fasting in the wilderness. |
| Epiphany | the manifestation of Christ to the Gentiles as represented by the Magi (Matthew 2:1–12). | fasting | abstain from all or some kinds of food or drink |

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| Sacrament | Outward and visible sign of an inward and spiritual grace | Paschal candle | a large candle blessed and lit on Holy Saturday and placed by the altar until Pentecost. |
| infant baptism | Ceremony to welcome a child into the Christian religion | temptation | the desire to do something, especially something wrong or unwise. the tempting of Jesus by the Devil (see Matt. 4). |
| believer's baptism | Ceremony to welcome young person/adult into Christian religion using full immersion | worship | the feeling or expression of reverence and adoration for a deity. Praise, honour or devotopn. |
| confirmation | Initiation ceremony carried out by a bishop bestowing the gift of the holy spirit | prayer | spiritual communion with God , as in supplication, thanksgiving, adoration, or confession. |
| Block K | | Block L | |
| liturgical worship | Church service with a set structure of worship | the Eucharist | Christian ceremony to celebrate the last supper, bread and wine consecrated and consumed |
| non-liturgical worship | Informal structure found in some Church services | alternative names for the Eucharist | Mass, Holy communion, the Lord's Supper and Divine Liturgy |
| pilgrimage | a journey by a believer to a holy site for religious reasons; an act of worship and devotion | transubstantiation | Change in the bread and wine to become the body and blood of Christ |
| Lourdes | Town in France where the Virgin Mary appeared, place of pilgrimage | mission | Organised effort to spread the Christian message |
| Iona | Island in Scotland, used as a religious retreat | Pentecost | In the New Testament, the day that the Holy Spirit descended upon the disciples of Jesus. |
| the Holy Land | Land of Israel | convert | somone who has decided to become committed to a religion and change their faith |
| Block M | | Block N | |
| Ordination | The process by which someone becomes a priest | Rosary | Set of beads used to count prayers especially in the Roman Catholic Church |
| St Paul | A man who taught the teachings of Jesus- originally Saul of Tarsus before his conversion | CAFOD | A charity, Catholic agency for Overseas development |
| Evangelism | Preaching of the faith in order to convert people to that religion | Christian Aid | A charity working in the developing world, providing long term and emergency aid |
| The Catechism of Catholic Church | A summary of Roman catholic teaching | the Church Army | An evangelistic organisation founded within the church of England |
| penitence | the action of feeling or showing sorrow and regret | Tearfund | Christian charity working to relieve poverty in developing countries |

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|-----------------------|---|----------------|--|
| | for having done wrong; repentance. | | |
| Block O | | Block P | |
| Food banks | Charity groups collecting donated food to distribute to the poor in Britain | | |
| The Street Pastors | Christian organisation of people working on the city streets at night caring for people who need help or involved in anti-social behaviour | | |
| persecution | hostility and ill treatment, especially because of race, or political or religious beliefs | | |
| poverty | being without money, food or other basic needs | | |
| reconciliation | The process of making people in conflict friendly again | | |

Business Studies

Summer Knowledge

| Block A | | Block B | |
|---------------------|---|--------------------|---|
| Aims and objectives | Aims are a long-term goal and objectives are the steppingstones to achieve this aim | Break-even | Break-even is the point at which revenue and total costs are the same – the business is making neither a profit nor a loss |
| Costs | A cost is an outflow of money from a business. There are two types: variables (ones that change) and fixed (don't change) | Margin of safety | The margin of safety is the difference between the current output level and the breakeven point |
| Revenue | The money received from sales. (Quantity sold x selling price) | Level of output | The number of products a business produces – break-even level of output = how many products the business needs to produce to cover costs. |
| Profit | The amount of money made after all expenses have been paid. Two types = net and gross | Impact of changes | Increase or decrease in revenue will affect BEP. Similarly, increase or decrease in costs incurred will affect BEP. |
| Loss | When the costs of a business are greater than the revenue it makes. | Interest rate | The percentage rate charged on a loan or paid on savings. Eg, borrow £100 with an interest rate of £5 = pay back £105. |
| Block C | | Block D: | |
| Cash | The money that the business has on its premises or in its bank accounts. | Short-term finance | Finance borrowed for up to 12 months. |
| Cash-flow | The money flowing into and out of a business on a day-to-day basis. | Long-term finance | Finance borrowed for 5 years or more. |
| Cash-flow forecast | A statement showing the expected cash flow of money into and out of a business over a period. | External finance | Finance raised from sources outside of the business. The main external sources of finance are overdrafts, trade credit, loan, crowd funding and share issues. |
| Outflows | Money flowing out of a business - Repay bank loans, buy raw materials, Pay staff. | Internal finance | Finance raised from within the business. Main sources are owners' capital, retained profit and sale of assets. |
| Importance of cash | Cash makes a business more liquid – increase chances of growth and expansion. Limits risk. | Liquidity | The ability of a business to pay its short-term debts. |

| Block E | | Block F | |
|---------------------|---|-------------------------|---|
| Liability | The responsibility of the business owners for debts incurred by the business. | Sole trader | A business owned by one individual – can hire employees if necessary. |
| Limited liability | The owners of a business can only lose the money they have invested in a business if it fails. | Partnership | A business owned by between 2 and 20 partners – profits are split. |
| Unlimited liability | The owner of a business is responsible for repaying all the debts of a business. | Private limited company | (Ltd) A smaller company that can sell shares to invited people only (friends, family, entrepreneurs) |
| Implications | Can be easier to set up unlimited liability --> Increases risk. | Franchising | A business that invests in the rights to another person or business to sell goods or services using the same name – EG: Nandos. |
| Ownership | Owners can opt to run their business as sole traders, partnerships or private limited companies. As the business expands it may wish to change its ownership. | Small business | Businesses that have <50 employees. Usually new businesses. |

Music

Summer Knowledge

Bach Brandenburg Concerto

| Block A - Performance Forces | | Block B – Harmony and Tonality | |
|------------------------------|---|--------------------------------|---|
| Gigue | A lively dance from the Baroque period | A Section | This is in D major in the piece |
| Baroque period | 1600-1750 | B section | This is in B minor (the relative minor to D major) |
| Terraced dynamics | Dynamics that change from very loud to very quiet | Tonic pedal | This is a sustained note (the first note of the scale). This happens in the B section of the piece. |
| Concertino | The solo instruments in a concerto | Functional harmony | Using chords I, IV and V to form cadences |
| Ripieno | The supporting parts of the Concerto | Perfect cadences | Going from chord V to I |
| Bass Continuo | A continuous bass line which repeats throughout the piece, common in the Baroque period | Imperfect cadence | Going from chord V to vi |

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| Concerto Grosso | A concerto which has more than one soloist | Plagal cadence | Going from chord IV to I |
| Block C – Tempo, Metre and Rhythm | | Block D - Melody | |
| Time signature | The piece is in 2/4 (it feels like it is in 6/8 because it uses triplets) | Conjunct | Melody that moves in steps – this is common in the Bach. |
| Triplets | Three notes played in the space of one | Scalic runs | This is common in the harpsichord, the notes run up and down in scale like motion. |
| Dotted quavers | These are used throughout the piece | Rising sequences | There are often ascending patterns of notes in the solos. |
| Semiquaver rhythms | Many semiquaver rhythms are used in the harpsichord | Ornaments | The melody is very decorated with trills (bar 19) and appoggiaturas (bar 18) |
| Allegro | Fast tempo | Fugue | This piece is a fugue. This means that there is a subject (motif) that is repeated by other parts one on top of the other. There is also a counter subject which is played against the main melody. |
| Block E - Structure | | Block F - Texture | |
| Ternary Form | ABA | Polyphonic | Two or more rhythms played at the same time |
| A | Fugue | Contrapuntal | A texture where two ideas of different pulses are played at the same time |
| B | New theme in flute | Fugal | There is a subject which is carried by multiple different parts and it overlaps. |
| A | Repeat of the fugue beginning | Stretto | Fugue subject is overlapped to build intensity |