



THE SYDNEY
RUSSELL
SCHOOL

Y10

Work Pack

Geography

Task 1:

Answer the following exam questions and hand in to your teacher when you get back:

- a) Using an example of a river valley you have studied, compare the landforms in the upper and lower course of the river **(6 marks)**
- b) For a city in the UK which you have studied, to what extent are there more social opportunities than social challenges? **(9 marks + 3 SPaG)**
- c) Explain why people continue to live in areas of tectonic risk in HICs **(4 marks)**

Task 2:

Watch this documentary:

<https://www.bbc.co.uk/iplayer/episode/b03sr67n/this-world-the-coffee-trail-with-simon-reeve>

Write down the benefits and problems of the coffee industry in Vietnam.

History

Research Task: Britain Power and the People c1170 to the Present Day

In order to prepare for the next Unit of Work you are to make sure that you have researched the following events and prepared a short summary in your books. Make sure you do them in chronological order as specified.

For each event include the following:

- Dates
- Why People were protesting
- What happened – Events Key people and what they did
- Results
- Reasons why it is significant

Use the below as a template for how you should do it

1. King John and Magna Carta

- Dates
 - 1199-1216
- Why People were protesting
 - People were protesting because King John was raising taxes called scutage to pay for expensive wars in France
 - John had also fallen out with the pope who had banned church services
- What happened – Events Key people and what they did
 - In 1214 the Barons (important noblemen) raised an army to fight against King John. In 1215 they forced John to sign Magna Carta (Great Charter) which was a document of promises that they wanted John to keep including allowing fair trials by Jury and a council of 25 Barons to monitor the King and make sure he follows the rules
 - John agreed but went back on his word and went to war with the Barons and captured Rochester castle. The Barons fought back and in 1216 when John died the Barons allowed his son Henry III to become king and re-issued Magna Carta
- Results
 - Power of the king was limited but John did go against Magna Carta
- Reasons why it is significant
 - First time people had tried to limit the power of the King
 - Inspired people who followed like Oliver Cromwell to fight for rights and inspired UN Declaration of Human Rights in 1948
 - Gave rights like trial by jury that we have today

You can use the White revision Guides (if you have bought them), BBC Bitesize or other History websites or the Textbook Scans on Student Resources

List of Topics

1. King John and Magna Carta
2. Simon de Montfort and the Second Barons War
3. The Peasants revolt
4. The Pilgrimage of Grace
5. The English Civil War
6. The Glorious Revolution
7. The American Revolution
8. The Abolition of the Slave Trade
9. The Peterloo Massacre and Great Reform Act
10. Chartism
11. The Anti-Corn Law League
12. The Tolpuddle Martyrs
13. Bryant and May Match Girls Strike 1888
14. London Dock Strike 1889
15. Votes for Women
16. The General Strike 1926
17. Bristol Bus Boycott
18. Brixton Riots 1981
19. Miners' Strike 1984-85

Dance

1. Identify the choreographers and choreographic intentions of the following works:

Infra _____

Artificial Things _____

A Linha Curva _____

2. Describe the costume of one of the dancers from Artificial Things.

3. Explain why this is significant to the performance

4. Identify three physical skills that are needed to perform Artificial Things:

5. In the space below draw and label the staging/set of Artificial Things



6. How is the choreographic approach of Wayne Mc Gregor, Lucy Bennett and Itzik Gallili similar or different?

7. Discuss the lighting features of Wayne McGregor's 'Infra.'

8. What style of dance was Infra?

9. Give three examples of technical skills that can be seen in Infra?

10. How can a dancer improve their ability to turn effectively?

11. Identify three ways you can receive feedback

Languages

- revise vocabulary on quizlet (search for Jezeph) for all your GCSE themes (listed below)
- revise vocabulary using your AQA lists (booklets)
- practice general conversation using the speaking questions provided by your subject teachers
- revise key grammar points (e.g. tenses, adjectival agreement, word order, adverbs, comparatives and superlatives, connectives, intensifiers, relative clauses etc.) on languagesonline and / or active learn or use your folders and worksheets
- practice reading and listening skills for all themes on active learn or your revision guides
- create mind maps, flashcards, revision posters etc. for key vocabulary for every topic and for grammar (e.g. past tense, future tense, conditional tense)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Science (Combined)

SCENARIO

You have just got new job, working at a local GP surgery.

Congratulations!

The head doctor has asked you to produce an information poster or leaflet about how to reduce the spread of disease.



TASK

Create a leaflet on how to reduce the spread of disease.



POINTS TO CONSIDER

- What are the main differences between bacteria and viruses?
- How do bacteria and viruses reproduce?
- How do bacteria and viruses cause disease?
- How do you stop yourself from getting a bacterial or viral infection?
- How are bacterial and viral infections treated?

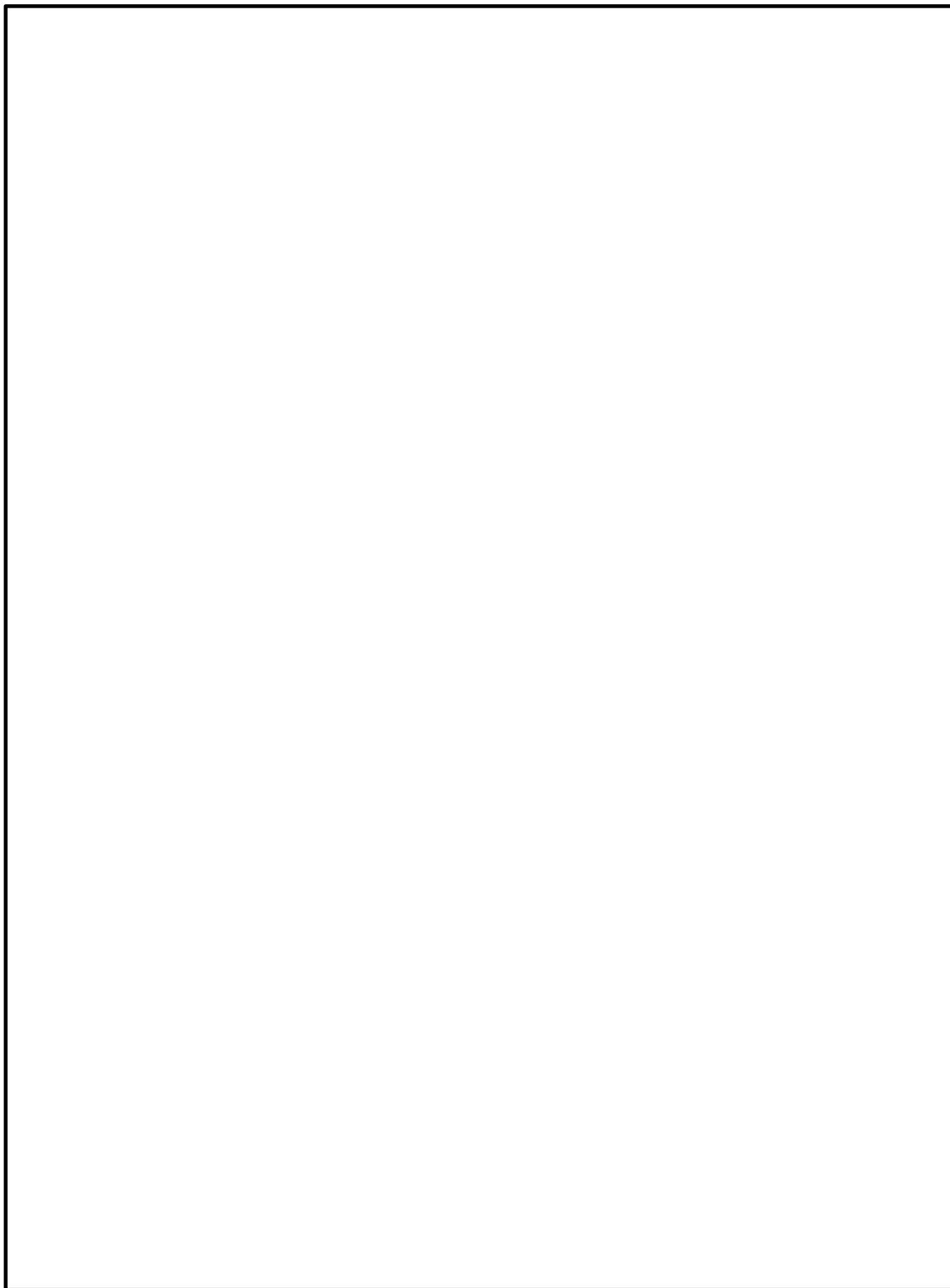


RESOURCES

Visit www.j.mp/srscience for some resources we have put together.

You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

Create your science leaflet/poster here

A large, empty rectangular box with a black border, intended for creating a science leaflet or poster. The box occupies most of the page area below the header and above the footer.

Biology (Separate)

SCENARIO

You have just got new job, working at a local GP surgery.

Congratulations!

The head doctor has asked you to produce an information poster or leaflet about how to reduce the spread of disease.



TASK

Create a leaflet on how to reduce the spread of disease.



POINTS TO CONSIDER

- What are the main differences between bacteria and viruses?
- How do bacteria and viruses reproduce?
- How do bacteria and viruses cause disease?
- How do you stop yourself from getting a bacterial or viral infection?
- How are bacterial and viral infections treated?



RESOURCES

Visit www.j.mp/srscience for some resources we have put together.

You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

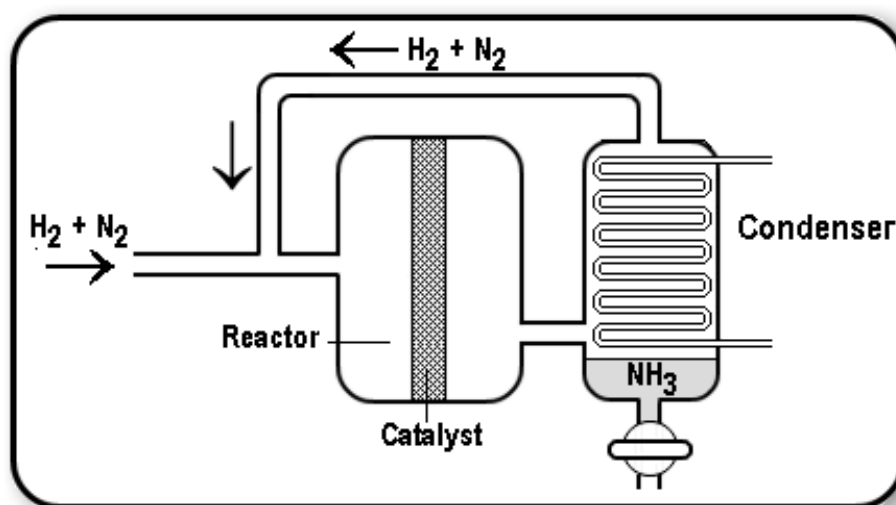
CREATE YOUR BIOLOGY LEAFLET/POSTER HERE

Chemistry (Separate)

Create a poster on the Haber Process.

POINTS TO CONSIDER

- What is the balanced equation for this reaction?
- Where do the reactants come from? How are they extracted and purified?
- What are the reaction conditions used in industry?
- Why is a catalyst used?
- Explain why the conditions used are seen as compromise conditions in terms of:
 - Rate of Reaction
 - Le Chatelier's Principle
 - Safety
- Why is this process important in industry?



RESOURCES

Visit www.j.mp/srscience for some resources we have put together.

You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

CREATE YOUR CHEMISTRY LEAFLET/POSTER HERE

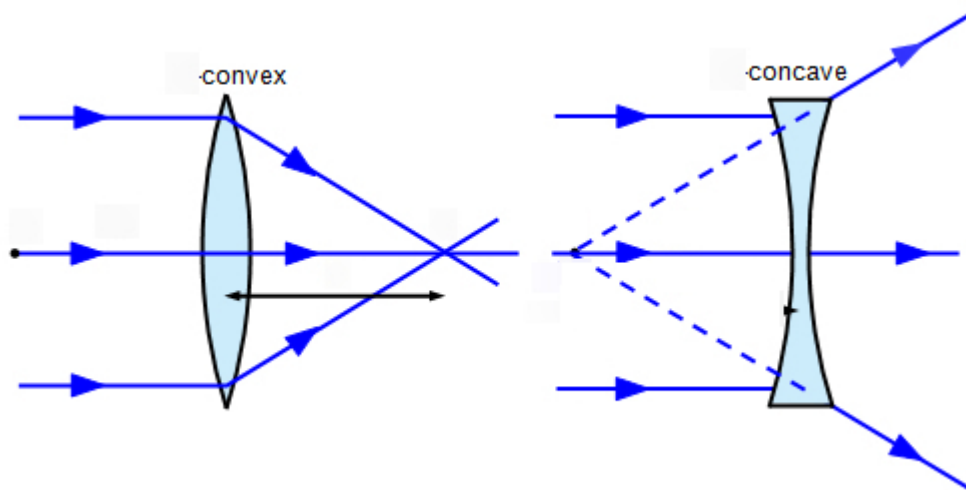
Physics (Separate)

TASK

Create a poster about how convex and concave lenses work.

POINTS TO CONSIDER

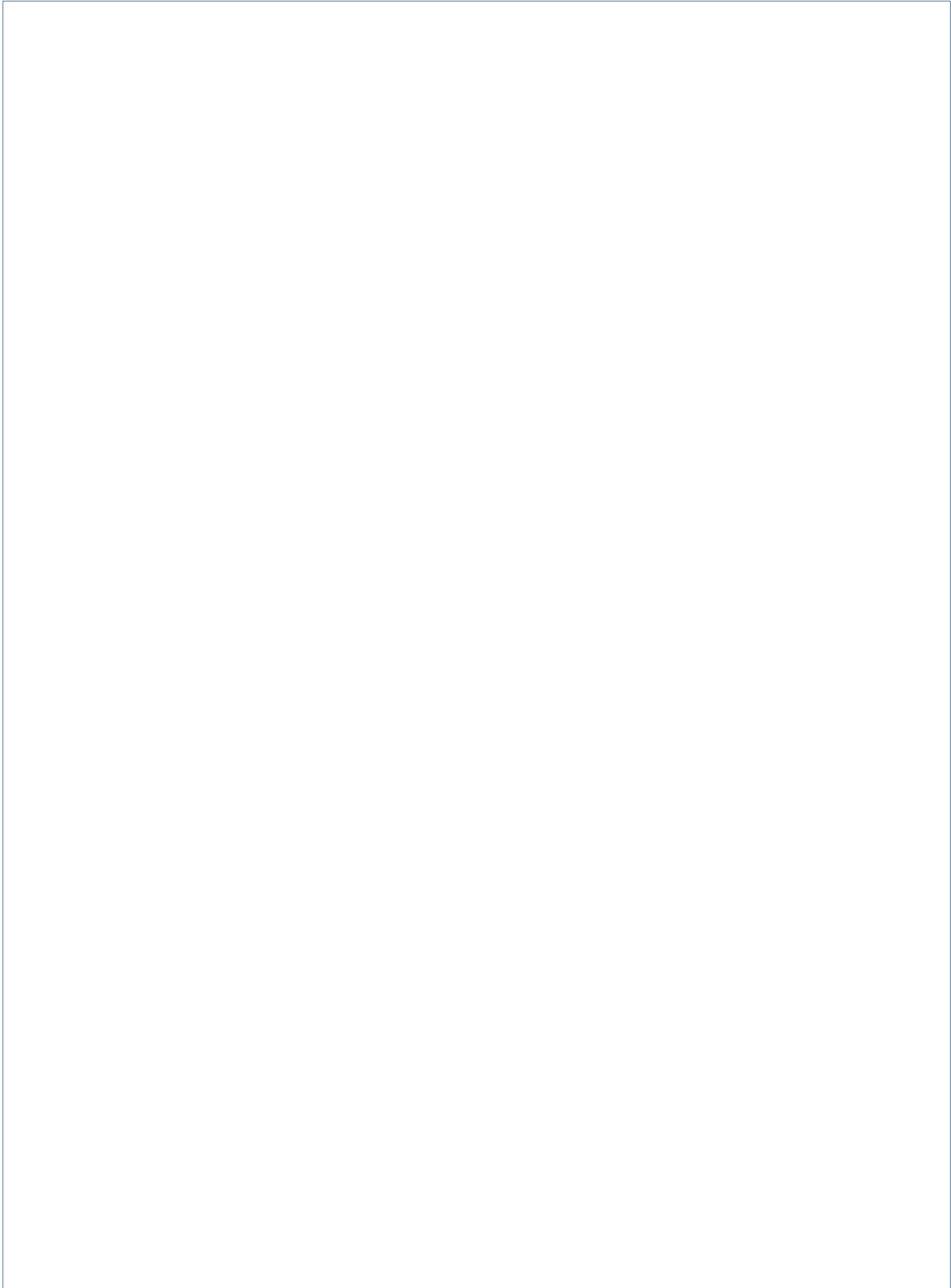
- What is a convex lens?
- What is a concave lens?
- How do you calculate the magnification of a lens?
- How do you find the position and nature of an image formed by a lens?
- What type of image is formed by a convex lens when the object is placed between the lens and the principle focus?
- What type of lens is used in a camera?
- What type of lens is used in a magnifying glass?
- What type of image is formed in a camera?
- What type of image is formed in a magnifying glass?



RESOURCES

Visit www.j.mp/srsscience for some resources we have put together. You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

CREATE YOUR POSTER HERE



Art & Design Technology

ART

Students are expected to complete two pieces of work from the list below. This work is set by the staff in the art department to support class work and build students' knowledge and experience. Drawings can be done on any sort of paper, using pencil or pen. Colour and tone need to be carefully added.

1. Visit the Tate Modern website and find two images that link to your coursework and compare them.
2. Do an observational drawing at home of objects that relate to one of your coursework themes. Add shading to your drawing.
3. Write a piece of poetry that explores one of your coursework themes.
4. Write a descriptive piece of prose that explores one of your coursework themes.
5. Find an art movement or style that you like and do a drawing in that style.
6. Find images that link to your coursework themes.
7. Make a collage.
8. Research an Aboriginal artist. Create a response from one of the artist's work. Write about it.

Design and Technology

Students are expected to complete two pieces of work from the list below. This work is set by the staff in the DT department to support class work and build students' knowledge and experience.

1. Draw a mind map about the design and technology units you have covered this year. Break each unit down into subsections.
2. Create a poster about ferrous and non-ferrous metals.
3. Research about Harry Beck & Coco Chanel. Write 3 paragraphs about each, explaining why they are so famous and successful.
4. Compose a letter to Mrs Davis convincing her to give you £10 000 to mass produce one of the products you have designed this year.
5. Revision guide: complete activity pages 128 to 131.

Food Technology

Students are expected to complete two pieces of work from the list below as well as Seneca quiz's. This work is set by the staff in the Food department to support class work and build students' knowledge and experience. Work can be done on any sort of paper. Use of colour and drawings will enhance posters/leaflets.

- Produce a weekly menu for an Olympic athlete. Explain your food choices.
- Design a 3 course healthy menu using ingredients from the UK. Include a drawing of each dish.
- Create a fact file about the macronutrients- protein and fats.
- Identify three special diets (e.g. vegetarian, coeliac, diabetic) that people may follow and explain why, with examples of foods that can and cannot be eaten in these diets. Present this information as a poster or leaflet.
- Create a poster detailing the positives and negatives of organic food.

Seneca is a free interactive online tool for food preparation and nutrition. Not only does this free on line learning app/website make key content fun to learn, it tests and reviews, differentiates and motivates. Based on evidence around how the brain learns, written by experienced teachers and examiners. You really do have nothing to lose!

To access the content enter the below code (depending on what class you are in, to the website app.senecalearning.com/join-class)

10H Seneca code enter this code **zdraakxjtg** into the following website: app.senecalearning.com/join-class

Media Studies

In an A4 piece of paper or a New Word Document research and describe the following key terms:

e.g. Denotation - The literal or primary meaning of a word, in contrast to the feelings or ideas that the word suggests.

Connotation
Code (sign)
Convention (rule)
Signifies
Symbolises
Lighting
Camera shots
Camera angles
Representation
Audience
Media language
Media Text
Genre
Subgenre
Hybrid genre
Genre code/trope
Genre
Repertoire of Elements
Intertextuality
Pastiche
Parody/spoof
Audience
Code
Consumer
Context
Image
Media product

Media text
Montage
Multi media
Narrative code
News values
Reader
Representation
SFX
Shot
Sign
Sound Effects
Stereotype
Still
Sub-genre
Colour palette
Protagonist
Intertextuality
Symbolism
Propp's theory
Todorov's theory
Semiotics
Pressure and constraints
Regulation and control
Intrusion and privacy
Marketing and promotion
Genre
Representation
Narrative

i-Media

What products can they be used for? Come up with 3 examples.

- 1.....
- 2.....
- 3.....

What are the advantages and benefits of using a storyboard?

.....
.....
.....

List 5 items they may contain.



1.
2.
3.
4.
5.

Questions

4.1 Explain some benefits of using a mood board, over just a written description.

.....
.....

4.2 Give two reasons why a mood board might be a suitable choice of pre-production for an advertising company to pitch their ideas to a client for a new TV advert.

.....
.....

5. Hardware

Understand that hardware can be used to digitalise items, for example a scanner could be used to make a digital copy of a script which could be saved a PDF.

Hardware	Uses	File types that can be created.
Scanner		
Camera		
Video Recorder		
Voice recorder		

6. Scripts

A script is a document that outlines every aural (speaking), visual (what you can see) behavioural (body language), and lingual element required to tell a story. The script is only used as an outline as it will be interpreted by many different professions such as the director, cast, editor, and production crew.

Questions

List 5 items a script would usually contain.

.....

.....

.....

.....

.....

Why should the producers of the TV advert complete a site Recce before they make final plans for the shooting of the advert?

.....

.....

.....

List 3 threats to health and safety a computer user may face?

Hazard	How could you avoid?

Economics

Activity 1:

- Create a PowerPoint using the key topics below, include research, definitions, diagrams, benefits and drawbacks
- Create a poster outlining why Year 8 students should choose GCSE Economics as an option, include: key topics, key skills you learn and create a logo for the business/economics department

Key topics:

- Economic activity: needs/wants, purpose of economic activity, economic agents
- Factors of production
- Basic economic problem/opportunity cost
- Markets
- Economic sectors
- Specialisation and division of labour
- Supply/demand/equilibrium – factors, diagrams, price
- PED/PES
- Cost, revenue, profit – production and productivity
- Economies of scale
- Labour market
- Market structures – monopoly, oligopoly, perfect competition
- Market failure – externalities

Macro topics

- Interest rates, economic growth, unemployment, inflation, balance of payment
- Fiscal, monetary, supply side policies
- Free-trade, globalisation, role of money, financial market

Activity 2:

Complete the exam type questions below:

Case Study: EXTRACT A

The sport and exercise industry has grown significantly over the last 5 years, with people spending more money on sports and exercise activities and related products and services. Companies such as Adidas have benefitted from a growth in popularity of gym memberships, as more people have purchased their clothing to wear in the gym. Whereas cigarette companies have suffered from a fall in demand

The growth in gym memberships has been massive, many gyms have had a 70% increase in memberships over the last 3 years, and the growing competition has forced the average membership down from £35 to £30. Similarly, an increase in activity has increased the interest in live sporting events, with attendance

figures for fringe sports such as rugby growing. Ticket prices for rugby matches has increased by 30% and the average capacity of stadiums has increased from 10,000 to 12,000.

- a) Explain one possible reason for the increase in demand for gym memberships **(3)**
- b) Explain why Adidas have benefitted from an increase in gym memberships **(3)**
- c) Calculate the price elasticity of demand for gym memberships using the information provided in extract A **(3)**
- d) Many gyms are considering lowering their prices even further. Analyse possible impacts of further reducing prices for gym memberships **(6)**
- e) Explain two factors that could reduce the demand for gym memberships **(6)**

Case Study: EXTRACT B

Bob's Bins is a small bin manufacturer located in East Yorkshire, he sells his premium bins all over the UK and each bin is made in his factory, which is rented for £1,000 per month. He pays his 3 factory staff a salary of £1,500 each per month. Bob also employs a manager who oversees the factory and processes all orders, the manager Lynne, is paid £2,000 per month. The raw materials for each bin cost £15 and are sold for £70. Each month 250 bins are made. Lynne, the manager, pays £200 a month in income tax, £50 in National Insurance contributions & £100 into her pension.

Bob & Lynne have been looking at buying a machine which will help them to increase their output and reduce their costs. The machine will mean that they will have to make one of the factory workers redundant, which Lynne thinks is a bad idea. Bob is adamant that it is in the best interest of the business in the long run, as it will make them more competitive in the bin market and should help them to increase sales as their prices can be lowered. Lynne has looked into training programmes and believes that the same cost savings and increased output can be achieved if the workers are all given effective training.

- 1. Calculate the average costs for Bob's Bins **(2)**
- 2. Calculate the monthly profit or loss for Bob's Bins **(2)**
- 3. Calculate Lynne's gross & net pay **(2)**
- 4. Identify what type of economies of scale Bob's Bins will benefit from **(2)**
- 5. Analyse the importance of improving productivity for Bob's Bins **(6)**
- 6. Assess whether Lynne is correct in encouraging Bob to train his workers rather than buy the machine **(9)**

Challenge:

- A. Assess the factors that an entrepreneur may consider when setting up a fast food business **(9)**
- B. Assess the costs and benefits to Subway of division of labour being implemented **(9)**
- C. Assess the costs and benefits to workers of division of labour being implemented in a car manufacturing company **(9)**

Business

Activity 1:

- Create a PowerPoint using the key topics below, include research, definitions, diagrams, benefits and drawbacks
- Create a poster outlining why Year 8 students should choose GCSE Business as an option, include: key topics, key skills you learn and create a logo for the business/economics department

Key topics:

- Purpose of business, reasons for starting a business, the business environment, factors of production, business sectors
- Ownerships – sole trader, partnerships, LTD, PLC
- Business aims and objectives – purpose, why they change
- Stakeholders – objectives, impact on business, conflicts
- Business location – factors
- Business planning – purpose, financial terms
- Expanding a business – organic and inorganic, economies of scale
- Technology – e-commerce
- Ethics – impacts
- The economic climate – consumer spending, interest rates, employment, exchange rate
- Globalisation
- Legislation
- Production processes – job, flow
- Quality and customer service
- Organisational structures, recruit
- Motivation, training

Activity 2: Complete the exam type questions below:

Fran Watts is the managing director of The Book Experience, a private limited company. Fran set up her first bookshop ten years ago and since then her business has grown and grown. Fran has always been ambitious and she is determined to make The Book Experience one of the largest chains of bookshops in the UK with a large market share. Until five years ago, she had grown the business via organic growth. She then decided that she could grow faster by external growth and has already taken over two other chains of bookshops based in different parts of the country. She had considered selling franchises but decided against it. The Book Experience is rapidly establishing itself as a real competitor to companies such as Borders and Waterstones. Fran is a bit worried how they might react to her success. She is also worried about the criticism her business is getting in the media. Many people claim that once her stores set up in an area it becomes impossible for smaller, independent bookshops to survive because they cannot compete on price. The local bookshops say that The Book Experience is acting unethically and leading to the closure of shops all over the country.

Last year Fran decided that The Book Experience would do better as a public limited company so she floated the business. As part of the flotation, she had to produce a document to show to potential investors. In this, she set out new objectives for the growing business that included international expansion.

- | | |
|---|-----------|
| (a) State two features of a public limited company. | (2 marks) |
| (b) Explain two problems for Fran of becoming a public limited company. | (4 marks) |
| (c) Analyse why expanding abroad may be difficult for The Book Experience. | (6 marks) |
| (d) Do you think Fran was right to decide against franchising? Explain your answer. | (9 marks) |

Activity 3:

Marketing for Businesses (M4B) was set up ten years ago, by Maranda and Byren as a business partnership. To start with, M4B mainly produced marketing material for small and medium sized businesses in the local area. Although this was successful to a certain extent, most of M4B's work now comes from businesses that are selling goods and services in other countries, as these businesses do not have the appropriate language skills to produce their own marketing materials. M4B also receives work from businesses in other countries that want advertisements and publicity materials translated into English. The growth of the internet has meant that the partners can now transfer work electronically to their customers. It also means that they can use a number of home based employees with specialist language skills who can translate the text. This then leaves Maranda and Byren time to design the marketing materials for its customers. Most enquiries now come via M4B's website, which provides a clear description of the firm's marketing services in the most commonly used languages

1. Identify **two** benefits to a business of using e-commerce (2 marks)
2. Analyse the benefits to M4B of using digital communication (6 marks)

With the increased number of customers in other countries, payments have become more complicated for M4B. Although M4B can send invoices by email, the business is still relying on payments being made through a local bank or by sending a cheque in the post. This is often inconvenient for customers or takes a long time for the payment to arrive with the partners, which affects the firm's cash flow. Maranda and Byren are currently investigating the possibility of introducing an e-payment system, which would allow direct payments into M4B's bank account. Maranda is concerned however, that there are risks with using such a system and the change may also not suit all customers. Byren is keen to progress the idea, as he believes the system could also be used to pay the many employees who provide the translation services. These employees are based all around the UK and occasionally in different countries. As a result, Byren believes they would prefer a system of e-payments for the work that they do for M4B.

3. Recommend whether Marketing for Businesses should introduce a system of electronic payments (9 marks)

Photography

Students are expected to complete two activities from the list below. This work is set by the staff in the art department to support class work and build students' knowledge and experience. Drawings can be done on any sort of paper, using pencil or pen. Colour and tone need to be carefully added.

1. Cut out two photographs from a newspaper or magazine and compare the images. Write a paragraph for each image.
2. Plan a photoshoot by drawing 20 small frames. And write notes underneath.
3. Visit the Photographers' Gallery and use the work of one photographer to create a page for your sketchbook.
<https://thephotographersgallery.org.uk/>
4. Cut a photograph in half and draw one half to match the photograph.
5. Make a collage to match a theme in you sketchbook.
6. Research Marcel Duchamp and Joseph Cornell to support your sculpture section of your coursework.

Photographer Research – Written Work Guidance

The reason we encourage you to respond in words, to the work of others and your own, is so that you have an opportunity to record what ideas or thoughts you have. It will also inspire your own work and ideas.

What?

What are you seeing? What is the use of colour? What is the subject matter? What size is the work? What is the title? What relevance does the title have? What is the work about?

How?

How has the work been created? How do you know what the work is about? How many other pieces of work were created similar to this work? How might this help you in your project? How long ago was the work created?

Why?

Why has the photographer created this work? Why do you think the photographer chose the subject matter they did? Why did you choose to look at this work? Why is it relevant to what you are doing?

- Always give your own opinion
- Always give reasons for your answers
- Always try to find other photographers that relate to the one you are looking at
- always re-read writing to make sure it makes sense
- Never copy writing that already exists

Research and Evaluation Guide

- Introduction - Which theme did you choose and why?
- **AO1: What ideas have you developed about your chosen exam theme?** How have you sustained and focused your investigations? What contextual and other sources have you referred to? NB. Check to make sure you have demonstrated analytical and critical understanding with detailed comments about artists and particular photographs/works of art using plenty of subject specific language e.g. composition, viewpoint, camera angle, rule of thirds, light, tone, colour, pattern, texture, line, shape, form etc.
- **AO2: What experiments** have you carried out with appropriate resources, media, materials, techniques and processes? How have you reviewed and refined your work as it develops? NB. Check to make sure that you have made specific comments about and explained the resources, techniques and processes you have used e.g. types of camera, apps, software, darkroom experiments, lighting equipment etc.
- **AO3: How have you recorded your ideas, observations and insights?** NB. Make sure that your Unit 2 page is well-organised and contains a variety of presentation techniques (see Web Page Checklist above).
- **AO4: What have chosen to present as a personal, informed and meaningful response?** How have you demonstrated critical understanding, realised your intentions and made connections between visual, written, oral or other elements? NB. Check to make sure that you have clearly indicated your final outcomes and explain how you arrived at them. Make sure you have evaluated them carefully - their strengths and weaknesses - and show how they are the consequence of the creative process you have been through.

Computer Science

1. Identify the features of a graphical user interface.

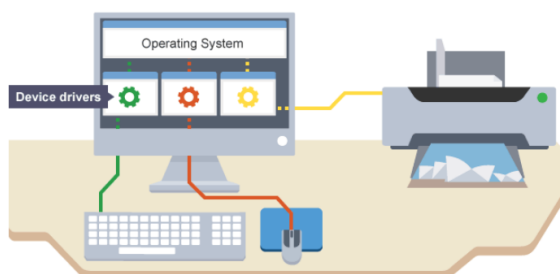
[4 marks]

2. Explain the role of a memory manager.

3. Tom needs to buy some peripherals for his computer

Define the term peripheral and give two examples of peripherals that Tom can get for his computer.

4. Using the image below as an example, explain how peripherals are managed by the computer system.



Programming task in python

Louise is creating a card game for two players. The game uses a deck of cards. There are 30 cards in a deck. Each card has one colour (red, black or yellow). Each card has a number (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) for each colour. Each card is unique. The 30 cards are shuffled and stored in the deck.

The rules are:

- Player 1 takes the top card from the deck.
- Player 2 takes the next card from the deck.
- If both players have a card of the same colour, the player with the highest number wins.
- If both players have cards with different colours, the winning colour is shown in the table.

Card	Card	Winner
Red	Black	Red
Yellow	Red	Yellow
Black	Yellow	Black

- The winner of each round keeps both cards.
- The players keep playing until there are no cards left in the deck.

Only authorised players are allowed to play the game.

Where appropriate, input from the user should be validated.

Design, develop, test and evaluate a program that:

1. Allows two players to enter their details, which are then authenticated, to ensure that they are authorised players.
2. Shuffles the 30 cards in the deck.
3. Allows each player to take a card from the top of the deck. Play continues until there are no cards left in the deck.
4. Calculates the winner and allocates both cards to the winner.
5. Displays which player wins (the player with the most cards).
6. Lists all of the cards held by the winning player.
7. Stores the name and quantity of cards of the winning player in an external file.
8. Displays the name and quantity of cards of the 5 players with the highest quantity of cards from the external file.

Civics

RE: 6 Major World Faiths Celebrations <i>(Civics RE research task part a-peer mark then place in best work folder)</i>					
Buddhists	Christians	Hindus	Jews	Muslims	Sikhs
April or May	25th December	Oct. or November	September	Dates vary	14th April
Wesak	Christmas	Diwali	Rosh Hashanah	Eid-ul Fitr	Vaisakhi

6 Major World Faiths Years 7 & 8 <i>(Civics RE research task part a-peer mark then place in best work folder)</i>						
	Buddhism	Christianity	Hinduism	Judaism	Islam	Sikhism
Founding figure/s						
Holy books/scriptures						
Places of origin						
Main religious symbol/s <i>(Draw & name)</i>						
Key festival/s <i>(Name & explain main events)</i>						
Place of worship <i>(name & give example)</i>						
Faith leader/s <i>(leaders in worship & overall leader/s)</i>						
Key/typical features in place of worship <i>(Give 4-5)</i>	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,
Famous contemporary follower/s of this particular faith						

Statistics

1.

Four teams, City, Rovers, Town and United play a competition to win a cup. Only one team can win the cup.

The table below shows the probabilities of City or Rovers or Town winning the cup.

City	Rovers	Town	United
0.38	0.27	0.15	x

Work out the value of x .

2.

5. Bob asked each of 40 friends how many minutes they took to get to work.

The table shows some information about his results.

Time taken (m minutes)	Frequency
$0 < m \leq 10$	3
$10 < m \leq 20$	8
$20 < m \leq 30$	11
$30 < m \leq 40$	9
$40 < m \leq 50$	9

a) Work out an estimate for the mean time taken.

3.

Carlos wants to find an estimate for the number of ants in a colony.

He catches 60 ants from the colony and marks each one with a dye.
He then returns the ants to the colony.

A week later, Carlos catches another 60 ants.
8 of these ants are marked with the dye.

Work out an estimate for the number of ants in the colony.
Write down an assumption you have made.

4.

Ravina wants to find an estimate for the number of birds in a sanctuary.

She catches a sample of 70 birds in the sanctuary and tags each of these birds.
These birds are then released back into the sanctuary.

The next day she catches a sample of 60 birds in the sanctuary.

Ravina has tagged 12 of these birds.

Work out an estimate for the number of birds in the sanctuary.

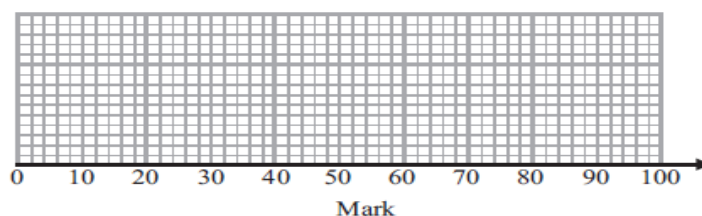
Write down an assumption you have made.

5.

All the students in Mathstown school had a test.

The lowest mark was 18
The highest mark was 86
The median was 57
The lower quartile was 32
The interquartile range was 38

On the grid, draw a box plot to show this information.



6.

0. Sami asked 50 people which drinks they liked from tea coffee and milk.

- All 50 people like at least one of the drinks
- 19 people like all three drinks.
- 16 people like tea and coffee but do not like milk.
- 21 people like coffee and milk.
- 24 people like tea and milk.
- 40 people like coffee.
- 1 person likes only milk.

Sami selects at random one of the 50 people.

- a) Work out the probability that this person likes tea.
- b) Given that the person selected at random from the 50 people likes tea, find the probability that this person also likes exactly one other drink.

7.

There are 5 red pens, 3 blue pens and 2 green pens in a box.

Gary takes at random a pen from the box and gives the pen to his friend.
Gary then takes at random another pen from the box.

Work out the probability that both pens are the same colour.

8.

- 7. 80 people work in Jenny's factory.
The table shows some information about the annual pay of these 80 workers.

Annual pay (£ x)	Number of workers
$10\,000 < x \leq 14\,000$	32
$14\,000 < x \leq 16\,000$	24
$16\,000 < x \leq 18\,000$	16
$18\,000 < x \leq 20\,000$	6
$20\,000 < x \leq 40\,000$	2

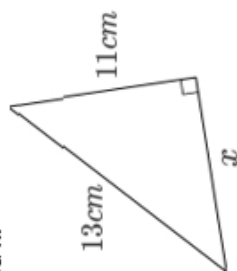
- (a) Write down the modal class interval.
- (b) Find the class interval that contains the median.
- (c) Work out an estimate for the mean annual pay.
- (d) Why is your answer to part (c) and estimate?

Maths (Foundation)

<p>1. Ordering numbers Put these numbers in order, : $2\frac{1}{25}$, 79%, 0.81, 0.79, 76%</p>	<p>2. Factors, Multiples and Primes 3 5 7 12 15 18 20</p> <p>From the list above write down a:</p> <p>a. Factor of 10.</p> <p>b. Prime number.</p> <p>c. Multiple of 3.</p>	<p>3. FDP Conversions a. Write 0.6 as a percentage.</p> <p>b. Write 0.31 as a fraction.</p> <p>c. Write 3% as a fraction.</p> <p>d. Write 20% as a fraction.</p>	<p>4. Simplifying Algebra Simplify a. $8r + 7c + 5r + 3c$</p> <p>b. $7k^2 - 4k + 7k^2 + 7k$</p> <p>c. Expand and simplify $8(5n - 2) + 8(4n + 4)$</p>
<p>5. Solving Equations Solve a. $6x - 7 = 23$</p> <p>b. $\frac{7x-47}{5} = 6$</p> <p>c. $9x - 10 = 7x + 8$</p>	<p>6. Calculating with Percentages a. There are men and women at a meeting. There are 28 women. 30% of the people at the meeting are men. Work out the total number of people at the meeting.</p> <p>b. Adam gets a bonus of 30% of £80 Katy gets a bonus of £28 Work out the difference between the bonus Adam gets and the bonus Katy gets.</p>	<p>7. Dividing into a ratio a. Share £250 into the ratio 3:7.</p> <p>b. Matt and Jon share money in the ratio 4:5. a. What fraction does Matt get?</p> <p>b. If Jon gets £40 more than Matt, how much does Jon get?</p>	

8. Pythagoras

Find x .



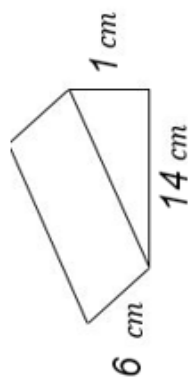
9. Trigonometry

Find x .



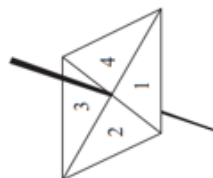
10. Volume

Calculate the volume of the triangular prism.



11. Probability (table using add to 1)

Here is a 4-sided spinner.



The table shows the probabilities that when the spinner is spun it will land on 1, on 3 and on 4

Number	1	2	3	4
Probability	0.2		0.4	0.1

The spinner is spun once.

(a) Work out the probability that the spinner will land on 2

(b) Which number is the spinner least likely to land on?

Jake is going to spin the spinner 60 times.

(c) Work out an estimate for the number of times the spinner will land on 1

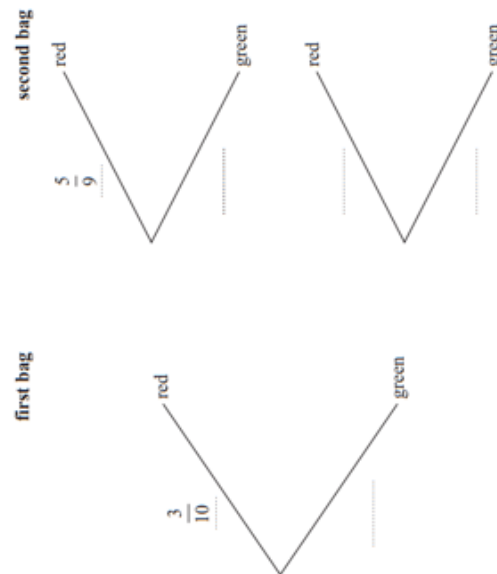
12. Tree Diagrams

Amina has two bags.


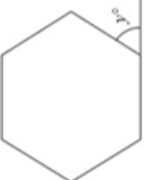
In the first bag there are 3 red balls and 7 green balls.
In the second bag there are 5 red balls and 4 green balls.

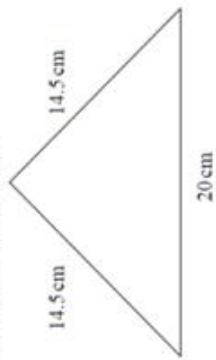
Amina takes at random a ball from the first bag.
She then takes at random a ball from the second bag.

(a) Complete the probability tree diagram.



(b) Work out the probability that Amina takes two red balls.

<p>1. Factors, Multiples and Primes a. List the factors of 15.</p> <p>b. List the first four multiples of 25.</p> <p>c. Write down a prime number between 20 and 30.</p> <p>d. Explain why 6 isn't a prime number.</p>	<p>2. HCF and LCM (a) Find the Lowest Common Multiple (LCM) of 12 and 20</p> <p>(b) Find the Highest Common Factor (HCF) of 24 and 56</p>	<p>3. Negative Numbers Calculate a. $5 + -7$</p> <p>b. $3 - -7$</p> <p>c. $-7 - 9$</p> <p>d. -6×4</p>	<p>4. Rounding Round the following numbers to the degree specified. a. 5.18986 (1 dp)</p> <p>b. 53410 (2 sf)</p> <p>c. 4522 (3 sf)</p> <p>d. 0.99784 (2 sf)</p>
<p>5. Calculating Fractions (a) Show that $\frac{7}{12} + \frac{3}{8} = \frac{23}{24}$</p> <p>(b) Show that $1\frac{2}{3} \times 2\frac{1}{15} = 3\frac{4}{9}$</p>	<p>6. Simplifying Algebra (a) Simplify $6e \times 2f$</p> <p>(b) Simplify $5m + 7k - 2m + k$</p> <p>(c) Solve $5y + 3 = 14$</p>	<p>7. Solving Equations Solve a. $3x + 11 = 38$</p> <p>b. $10x - 6 = 74$</p> <p>c. $\frac{x}{4} + 6 = 7$</p>	<p>8. Interior and Exterior Angles The diagram shows a regular 5-sided polygon.</p>  <p>(a) Work out the value of x.</p> <p>The diagram shows a regular 6-sided polygon.</p>  <p>(b) Work out the value of y.</p>

<p>1. Factors, Multiples and Primes</p> <p>a. List the factors of 15.</p> <p>b. List the first four multiples of 25.</p> <p>c. Write down a prime number between 20 and 30.</p> <p>d. Explain why 6 isn't a prime number.</p>	<p>2. HCF and LCM</p> <p>(a) Find the Lowest Common Multiple (LCM) of 12 and 20</p> <p>(b) Find the Highest Common Factor (HCF) of 24 and 56</p>	<p>3. Rounding</p> <p>Round the following numbers to the degree specified.</p> <p>a. 5.18986 (1 dp)</p> <p>b. 53410 (2 sf)</p> <p>c. 4522 (3 sf)</p> <p>d. 0.99784 (2 sf)</p>	<p>4. Simplifying Algebra</p> <p>(a) Simplify $6e \times 2f$</p> <p>(b) Simplify $5m + 7k - 2m + k$</p> <p>(c) Solve $5y + 3 = 14$</p>
<p>5. Calculating Fractions</p> <p>(a) Show that $\frac{7}{12} + \frac{3}{8} = \frac{23}{24}$</p> <p>(b) Show that $1\frac{2}{3} \times 2\frac{1}{15} = 3\frac{4}{9}$</p>	<p>6. Money Problems</p> <p>Sahil buys</p> <ul style="list-style-type: none"> one book costing \$6.99 two magazines costing \$3.50 each one newspaper costing \$1.20 <p>Sahil pays with a \$20 note. Work out how much change Sahil should get.</p>	<p>7. Speed Distance Time</p> <p>A car travels from A to B and then from B to C.</p> <p>The distance between A and B is 30km and the car travels an average speed of 45 km/h.</p> <p>Between B and C the car travels at an average speed of 40 km/h and it takes 30 minutes.</p> <p>What is the average speed for the whole journey?</p>	<p>8. Pythagoras / Trig</p>  <p>Find the area of the triangle.</p>

9. Area

A circle has radius 9 cm.

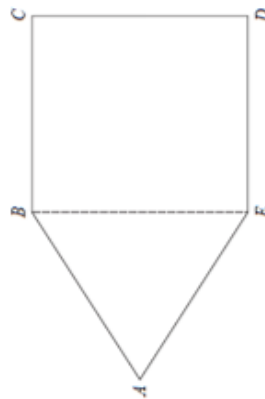
(a) Work out the circumference of the circle.

Give your answer correct to 1 decimal place.

ABE is an equilateral triangle.

BCDE is a square with area 169 cm^2

(b) Work out the perimeter of ABCDE.



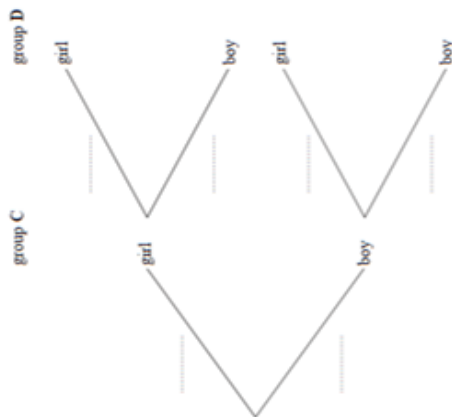
10. Tree Diagrams

In group C, there are 6 girls and 8 boys.

In group D, there are 3 girls and 7 boys.

A team is made by picking one child from group C and one child from group D.

(a) Complete the probability tree diagram.



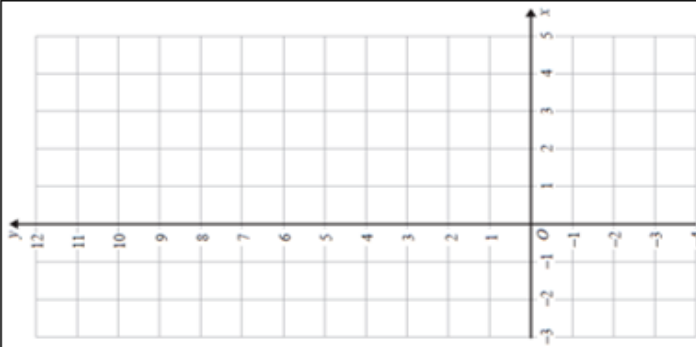
(b) Work out the probability that there are two boys in the team.

11. Straight Line Graphs

By filling in the table of values

draw the graph of $y = 6 - 2x$

x	-1	0	1	2
y				



12. Percentages (inc reverse)

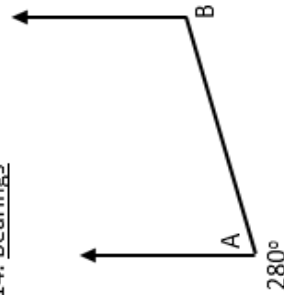
a. £15000 is invested at 3.5% compound interest. What is the total amount after 7 years?

b. The price of a train ticket increases from £35 to £37. What was the percentage increase?

c. A pair of shoes are in a 15% sale. They cost £60. What was their price before the sale?

d. A pair of shoes initially cost £60. They go into a 15% sale. What is their sale price?

14. Bearings



a. Write down the bearing of B from A.

b. Calculate the bearing of A from B.

15. Expanding and Factorising

a. Expand

i. $3(x - 5)$

ii. $4y(y + 1)$

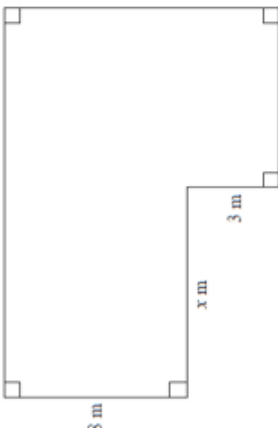
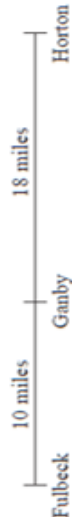
b. Factorise


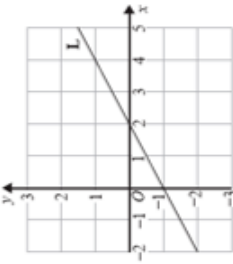
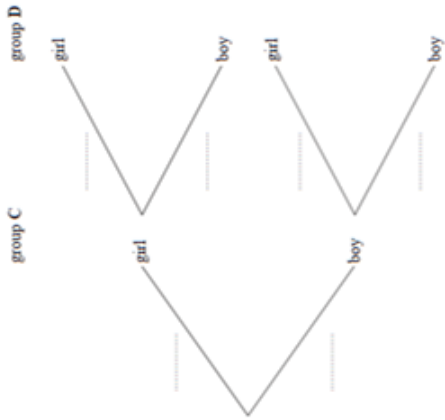
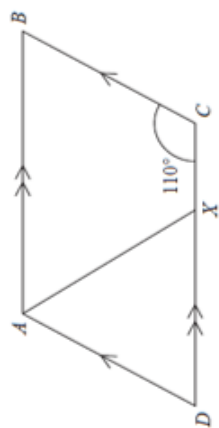
i. $5x + 10$

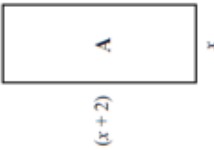

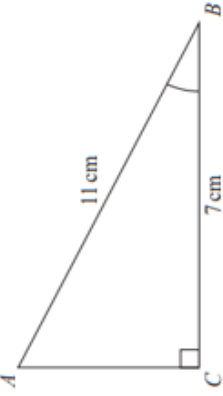
ii. $6x + 9$

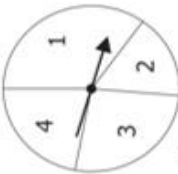
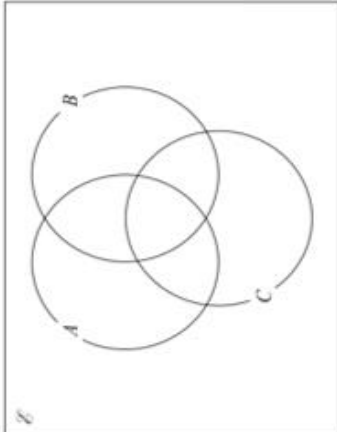
iii. $x^2 + 4x$

iv. $3xy + 6x^2$

<p>1. <u>HCF and LCM</u></p> <p>(a) Find the Lowest Common Multiple (LCM) of 12 and 20</p> <p>(b) Find the Highest Common Factor (HCF) of 24 and 56</p>	<p>2. <u>Calculating Fractions</u></p> <p>(a) Show that $\frac{7}{12} + \frac{3}{8} = \frac{23}{24}$</p> <p>(b) Show that $1\frac{2}{3} \times 2\frac{1}{15} = 3\frac{4}{9}$</p>	<p>3. <u>Recurring Decimals to Fractions</u></p> <p>Write the following as a fraction.</p> <p>a. $0.\dot{8}\dot{1}$</p> <p>b. $0.2\dot{6}$</p>	<p>4. <u>Standard Form</u></p> <p>a. Write as an ordinary number. 2.9×10^3</p> <p>b. Write in standard form 0.086</p> <p>c. Calculate, leaving your answer in standard form. $(4.7 \times 10^{18}) \times (2 \times 10^{13})$</p>					
<p>5. <u>Forming Equations</u></p> <p>The diagram shows the plan of a floor.</p>  <p>The area of the floor is 138 m^2. Work out the value of x.</p>	<p>6. <u>Speed Distance Time</u></p> <p>The distance from Fulbeck to Ganby is 10 miles. The distance from Ganby to Horton is 18 miles.</p>  <p>Raksha is going to drive from Fulbeck to Ganby. Then she will drive from Ganby to Horton.</p> <p>Raksha leaves Fulbeck at 10 00 She drives from Fulbeck to Ganby at an average speed of 40mph. Raksha wants to get to Horton at 10 35 Work out the average speed Raksha must drive at from Ganby to Horton.</p>	<p>7. <u>Percentages</u></p> <p>The table gives information about the average price of petrol in England.</p> <table border="1"> <thead> <tr> <th></th> <th>January 2007</th> <th>January 2012</th> </tr> </thead> <tbody> <tr> <td>Average price of a litre of petrol (pence)</td> <td>87.3</td> <td>133.3</td> </tr> </tbody> </table> <p>a. Work out the percentage increase between 2007 and 2012.</p> <p>b. The average price increased by 20% from 2010 to 2012. Find the average price of petrol in 2010.</p>		January 2007	January 2012	Average price of a litre of petrol (pence)	87.3	133.3
	January 2007	January 2012						
Average price of a litre of petrol (pence)	87.3	133.3						

<p>8. Simultaneous Equations Solve</p> <p>a. $3x + 2y = 15$ $2x + 3y = 15$</p> <p>b. $xy = 2$ $y = 2x - 3$</p>	<p>9. Cosine Rule</p>  <p>Find the value of x. Round your answer to 3 significant figures.</p>	<p>10. Equation of Lines The straight line L is shown on the grid.</p>  <p>(a) Find an equation of L.</p> <p>(b) Find an equation of the line that is parallel to L and passes through the point $(5, 4)$.</p>
<p>11. Proportion Jack is building a wall. He uses 300 bricks to build part of the wall. This part of the wall is 5 metres long and 1.5 metres high. The complete wall will be 8 metres long and 1.5 metres high. How many more bricks does Jack need to complete the wall?</p>	<p>13. Tree Diagrams In group C, there are 6 girls and 8 boys. In group D, there are 3 girls and 7 boys. A team is made by picking at random one child from group C and one child from group D.</p> <p>(a) Complete the probability tree diagram.</p>  <p>(b) Work out the probability that there are two boys in the team.</p>	<p>14. Polygons</p>  <p>$ABCD$ is a parallelogram. Angle $DCB = 110^\circ$ X is the point on DC such that AX bisects the angle DAB. Calculate the size of angle AXC.</p>
<p>12. Ratio In a box, number of red buttons : number of blue buttons = $5 : 3$ number of blue buttons : number of green buttons = $1 : 2$ There are 48 green buttons in the box. Work out the number of red buttons in the box.</p>		

<p><u>1. Fractional and Negative Indices</u></p> <p>(a) Work out the value of $\left(\frac{16}{81}\right)^{\frac{3}{4}}$</p> <p>$3^a = \frac{1}{9}$ $3^b = 9\sqrt{3}$ $3^c = \frac{1}{\sqrt{3}}$</p> <p>(b) Work out the value of $a + b + c$</p>	<p><u>2. Percentages (calc and reverse)</u></p> <p>Last year Jo paid £245 for her car insurance. This year she has to pay £883 for her car insurance.</p> <p>Work out the percentage increase in the cost of her car insurance.</p>	<p><u>3. Ratio</u></p> <p>The lengths of the sides of a triangle are in the ratios 2 : 6 : 7 The length of the longest side of the triangle is 24.5 cm.</p> <p>Work out the perimeter of the triangle.</p>
<p><u>4. Forming and Solving Equations</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A</p> </div> <div style="text-align: center;">  <p>B</p> </div> </div> <p>The perimeter of rectangle A equals the perimeter of rectangle B. Find the value of x.</p>	<p><u>5. Trigonometry</u></p> <p>ABC is a right-angled triangle.</p>  <p>(a) Work out the size of angle ABC. Give your answer correct to 1 decimal place.</p> <p>The length of the side AB is reduced by 1 cm. The length of the side BC is still 7 cm. Angle ACB is still 90°</p> <p>(b) Will the value of $\cos ABC$ increase or decrease? You must give a reason for your answer.</p>	<p><u>6. Equation of a line</u></p> <p>The straight line L_1 passes through the points with coordinates (4, 6) and (12, 2) The straight line L_2 passes through the origin and has gradient -3</p> <p>The lines L_1 and L_2 intersect at point P. Find the coordinates of P.</p>

<p>7. Solving Quadratics Solve</p> <p>a. $x^2 + 14x + 49 = 0$</p> <p>b. $x^2 - 2x - 19 = -7x + 5$</p> <p>c. $2x^2 + 6x + 1 = 0$</p>	<p>8. Quadratic Simultaneous Equations Solve</p> $\begin{aligned} 2x^2 - y^2 &= 17 \\ x + 2y &= 1 \end{aligned}$	<p>9. Probability (table using add to 1) The diagram shows a pointer which spins about the centre of a fixed disc.</p>  <p>When the pointer is spun, it stops on one of the numbers 1, 2, 3 or 4. The probability that it will stop on one of the numbers 1 to 3 is given in the table.</p> <table border="1" data-bbox="373 288 474 878"><tr><td>Number</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Probability</td><td>0.35</td><td>0.16</td><td>0.27</td><td></td></tr></table> <p>Magda is going to spin the pointer once.</p> <p>(a) Work out the probability that the pointer will stop on 4.</p> <p>(b) Work out the probability that the pointer will stop on 1 or 3.</p> <p>Omar is going to spin the pointer 75 times.</p> <p>(c) Work out an estimate for the number of times the pointer will stop on 2.</p>	Number	1	2	3	4	Probability	0.35	0.16	0.27	
Number	1	2	3	4								
Probability	0.35	0.16	0.27									
<p>10. Venn Diagrams \mathcal{E} = {even numbers between 1 and 25} A = {2, 8, 10, 14} B = {6, 8, 20} C = {8, 18, 20, 22}</p> <p>(a) Complete the Venn diagram for this information.</p>  <p>A number is chosen at random from \mathcal{E}.</p> <p>(b) Find the probability that the number is a member of $A \cap B$.</p>	<p>11. Speed Distance Time A plane travels at a speed of 213 miles per hour.</p> <p>(a) Work out an estimate for the number of seconds the plane takes to travel 1 mile.</p> <p>(b) Is your answer to part (a) an underestimate or an overestimate? Give a reason for your answer.</p>	<p>12. Inverse Proportion It would take 120 minutes to fill a swimming pool using water from 5 taps.</p> <p>(a) How many minutes will it take to fill the pool if only 3 of the taps are used?</p> <p>(b) State one assumption you made in working out your answer to part (a).</p>										

English Literature

Paper 1 Revision – Shakespeare's *Macbeth*

Read the following extract from Act 3 Scene 4 and answer the question that follows. At this point in the play, Macbeth has just seen the ghost of Banquo during a banquet with guests.

LADY MACBETH

A kind good night to all!

Exeunt all but MACBETH and LADY MACBETH

MACBETH

It will have blood; they say, blood will have blood:
Stones have been known to move and trees to speak;
Augurs and understood relations have
By magot-pies and choughs and rooks brought forth
The secret'st man of blood. What is the night?

LADY MACBETH

Almost at odds with morning, which is which.

MACBETH

How say'st thou, that Macduff denies his person
At our great bidding?

LADY MACBETH

Did you send to him, sir?

MACBETH

I hear it by the way; but I will send:
There's not a one of them but in his house
I keep a servant fee'd. I will to-morrow,
And betimes I will, to the weird sisters:
More shall they speak; for now I am bent to know,
By the worst means, the worst. For mine own good,
All causes shall give way: I am in blood
Stepp'd in so far that, should I wade no more,
Returning were as tedious as go o'er:
Strange things I have in head, that will to hand;
Which must be acted ere they may be scann'd.

LADY MACBETH

You lack the season of all natures, sleep.

MACBETH

Come, we'll to sleep. My strange and self-abuse
Is the initiate fear that wants hard use:
We are yet but young in deed.

Exeunt

Q) Starting with this extract, how does Shakespeare present ideas about consequences? Write about:

- how Shakespeare presents ideas about consequences in this extract
- how Shakespeare presents ideas about consequences in the play as a whole.

[30 marks] [AO4: 4 marks]

Top Tip: Remember to structure your answer in paragraphs using:

Introduction, Initially..., However..., Ultimately..., Conclusion

Literature Paper 2 Revision – Dennis Kelly’s *DNA*, Power and Conflict and Unseen Poetry

DNA: Choose one of the following questions and write a full response on lined paper.

Either:

- How does Dennis Kelly present the role of teenagers in *DNA*?

OR

- ‘Even though he is largely absent, Adam is the central character of the play.’ How does Dennis Kelly present Adam in *DNA*?

Top Tip: Remember to structure your answer in paragraphs using:

Introduction, Initially..., However..., Ultimately..., Conclusion

Power and Conflict Poetry

- Compare the ways poets present ideas about guilt in ‘Remains’ and in one other poem from ‘Power and Conflict’.

[30 marks]

Remember that the other poems you have studied are: *The Charge of the Light Brigade*, *Exposure* and *Bayonet Charge*. Find *Remains* below and your comparative poem in the anthology. If you don’t have your anthology or copies of the poem with you at home then you need to find the poems online.

Remains by Simon Armitage

On another occasion, we got sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
I see broad daylight on the other side.
So we’ve hit this looter a dozen times
and he’s there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
and tosses his guts back into his body.
Then he’s carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
Then I’m home on leave. But I blink

and he bursts again through the doors of the bank.
Sleep, and he’s probably armed, and possibly not.
Dream, and he’s torn apart by a dozen rounds.
And the drink and the drugs won’t flush him out –

he’s here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered
land
or six-feet-under in desert sand,
but near to the knuckle, here and now,
his bloody life in my bloody hands.

Remains by Simon Armitage

Unseen Poetry

For your revision and practice for Unseen Poetry, you need to complete a response for **both** of these questions. You will find the poems underneath the questions.

- In *Names*, how does the poet present the speaker's feelings towards Eliza? [24 marks]
- In both *Names* and *What I Regret*, the speakers describe feelings about growing old. What are the similarities and/or differences between the ways the poets present those feelings? [8 marks]

***Names* - Wendy Cope**

She was Eliza for a few weeks
when she was a baby –
Eliza Lily. Soon it changed to Lil.

Later she was Miss Steward in the baker's shop
And then 'my love', 'my darling', Mother.

Widowed at thirty, she went back to work
As Mrs Hand. Her daughter grew up,
Married and gave birth.

Now she was Nanna. 'Everybody
Calls me Nanna,' she would say to visitors.
And so they did – friends, tradesmen, the doctor.

In the geriatric ward
They used the patients' Christian names.
'Lil,' we said, 'or Nanna,'
But it wasn't in her file
And for those last bewildered weeks
She was Eliza once again.

***What I Regret* - Nina Cassian**

... never having heard the voice of the Dodo bird ...
... never having smelled the Japanese cherry trees ...
... never having punished the lovers and friends that
deserted me ...
... never having asked for honours that I deserved ...
... never having composed a Mozart sonata ...
... never having realised that I'd live long enough to
regret all the above ...
... and much, much more ...

English Language

Paper 1 and 2: Question 5 Practice

You will find below a practice Question 5 for both papers. These have been prioritised because the marks on offer are half of each paper. As you know, it is important to take time to plan, write and then craft your response for **both** questions. You should allow yourself 45 minutes for each task – with 5-10 minutes of planning time and then begin writing.

Paper 1, Question 5

Write a description of a park based on this image.



AO5 [24 marks]

AO6 [16 marks]

Paper 2, Question 5

“Social media invites bullying and encourages laziness and time-wasting, especially amongst younger generations. Parents should step in and restrict their child’s usage of social media so they become productive and compassionate adults.”

Write an article for a broadsheet newspaper arguing your point of view on this statement.

AO5 [24 marks]

AO6 [16 marks]

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

Name:

Component 1 Understanding Drama

Year 10 - Section B Noughts and Crosses

Act 2 Scene 27

09.1 - You are designing a costume for the role of Jack. The costume must reflect the context of the scene.

Describe your design ideas for the costume

[4 marks]

09.2 - You are performing the role of Callum.

Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create.

‘Do you ever wonder what it would be like if our positions were reversed? If we whites were in charge instead of you Crosses?’

(8 marks)

09.3 - You are performing the role of Kamal.

Focus on the lines: Kamal: ‘I’m sure you can guess why I am here.’ until Kamal: ‘Have it your way.’ Explain how you and the actor playing Callum might use the performance space and interact with each other to show the audience the conflicting view of the two characters.

[12 marks]

09.4 - You are performing the role of Callum.

Describe how you would use your acting skills to interpret Callum’s character. Explain why your ideas are appropriate for:

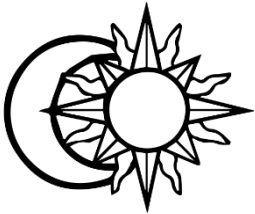
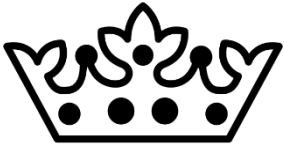
- this extract
- the performance of your role in the play as a whole.

[20 marks]

Literacy Focus – Year 10 Literature Revision

Activity 1 : Macbeth - Picture Prompts

Consider the following icons. Explain how each image is connected to Shakespeare's 'Macbeth'. Try and do this from memory. If you need to look at your notes or a copy of the play to add a note, write it in a different colour so you can see the missing gaps in your knowledge. Try not to just repeat the plot. Think about what Shakespeare is saying about each idea and why he is saying it.



Activity 2: Macbeth - Quotation Retrieval

The grid below contains a selection of quotations with words missing. Fill in the missing gaps in each quotation with the correct words and complete the rest of the grid with information on who says the quotation and what it tells us about each character. One has been completed for you. Check your work with the answers at the back of the booklet and correct any mistakes you have made in a different colour.

If you cannot remember a quotation, try and find it in your script before looking at the answers. Haven't got a script? Find it on Google!





Quotation	Who says it?	What does this tell us about their character?
' <u>Fair</u> is <u>foul</u> and foul is <u>fair</u> .'	<i>The Witches</i>	<i>The witches are used at the beginning of the play to show that things are not as they see. The dualism in this statement shows appearance is not always reality.</i>
'Stars _____ your _____, let not _____ see my black and _____ desires.'		
'I do _____ thy nature, It is too full o'th' _____ of human _____.'		
'The raven himself is _____ that croaks the fatal _____ of Duncan under my battlements.'		
'I have no _____ to prick the sides of my _____, but only vaulting _____.'		
'Is this a _____ which I see before me.'		

'I fear thou play'st most _____ for't.'		
'We have _____ the snake, not killed it.'		
'Thou canst not _____ I did it. Never _____ thy _____ locks at me.'		
'_____ damned _____.'		
'Tomorrow and _____ and _____, creeps in this petty pace from _____ to _____.'		

How far does Shakespeare present Lady Macbeth as a domineering and controlling person? Use this extract as your starting point.

LADY MACBETH

Infirm of purpose!
Give me the daggers: the sleeping and the dead
Are but as pictures: 'tis the eye of childhood
That fears a painted devil. If he do bleed,
I'll gild the faces of the grooms withal;
For it must seem their guilt.

Exit. Knocking within

MACBETH

Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? ha! they pluck out mine eyes.
Will all great Neptune's ocean wash this blood
Clean from my hand? No, this my hand will rather
The multitudinous seas in incarnadine,
Making the green one red.

Re-enter LADY MACBETH

LADY MACBETH

My hands are of your colour; but I shame
To wear a heart so white.

Knocking within

I hear a knocking
At the south entry: retire we to our chamber;
A little water clears us of this deed:
How easy is it, then! Your constancy
Hath left you unattended.

Knocking within

Charles Dickens: *A Christmas Carol*

Read this extract from *A Christmas Carol* and then answer the question that follows.

In this extract, Scrooge is being shown the vision of the future where the Cratchit family have lost Tiny Tim..

She hurried out to meet him; and little Bob in his comforter—he had need of it, poor fellow—came in. His tea was ready for him on the hob, and they all tried who should help him to it most. Then the two young Cratchits got upon his knees and laid, each child a little cheek, against his face, as if they said, "Don't mind it, father. Don't be grieved!"

Bob was very cheerful with them, and spoke pleasantly to all the family. He looked at the work upon the table, and praised the industry and speed of Mrs. Cratchit and the girls. They would be done long before Sunday, he said.

"Sunday! You went to-day, then, Robert?" said his wife.

"Yes, my dear," returned Bob. "I wish you could have gone. It would have done you good to see how green a place it is. But you'll see it often. I promised him that I would walk there on a Sunday. My little, little child!" cried Bob. "My little child!"

He broke down all at once. He couldn't help it. If he could have helped it, he and his child would have been farther apart perhaps than they were.

Starting with this extract, how does Dickens present the Cratchit family in *A Christmas Carol*? Write about:

- how Dickens presents the family and their thoughts/feelings in this extract
- how Dickens presents the family in the novel as a whole.

Activity 4: DNA - Complete the character profile then the exam question below regarding DNA.

- Create a character profile for 5 of the main characters in the play. Include, an image, key quotations, significant themes and moments.
- How does Kelly present friendships in DNA?

Activity 5: Poetry - Complete the Poster task below

Create a leaflet/poster for Poetry Live! Poetry Live is where poets gather to read their poems and answer questions. Advertise the event including:

All 15 poems from Love and Relationships

At least two quotations from each poem

A brief overview of each poem

A brief introduction to the poet

Education for Leisure

By Carol Ann Duffy

Today I am going to kill something. Anything.
I have had enough of being ignored and today
I am going to play God. It is an ordinary day,
a sort of grey with boredom stirring in the streets.

I squash a fly against the window with my thumb.
We did that at school. Shakespeare. It was in
another language and now the fly is in another language.
I breathe out talent on the glass to write my name.

I am a genius. I could be anything at all, with half
the chance. But today I am going to change the world.
Something's world. The cat avoids me. The cat
knows I am a genius, and has hidden itself.

I pour the goldfish down the bog. I pull the chain.
I see that it is good. The budgie is panicking.
Once a fortnight, I walk the two miles into town
for signing on. They don't appreciate my autograph.

There is nothing left to kill. I dial the radio
and tell the man he's talking to a superstar.
He cuts me off. I get our bread-knife and go out.
The pavements glitter suddenly. I touch your arm.

27.1 In 'Education for Leisure', how does the poet present the speaker's feelings about murder?

Use WILSON to plan a response:

W-

I-

L-

S-

O-

N-

Hitcher

By Simon Armitage

I'd been tired, under
the weather, but the ansaphone kept screaming.
One more sick-note. mister, and you're finished. Fired.
I thumbed a lift to where the car was parked.
A Vauxhall Astra. It was hired.

I picked him up in Leeds.
He was following the sun to west from east
with just a toothbrush and the good earth for a bed. The truth,
he said, was blowin' in the wind,
or round the next bend.

I let him have it
on the top road out of Harrogate -once
with the head, then six times with the krooklok
in the face -and didn't even swerve.
I dropped it into third

and leant across
to let him out, and saw him in the mirror
bouncing off the kerb, then disappearing down the verge.
We were the same age, give or take a week.
He'd said he liked the breeze

to run its fingers
through his hair. It was twelve noon.
The outlook for the day was moderate to fair.
Stitch that, I remember thinking,
you can walk from there.

27.2 In both 'Education for Leisure' and 'Hitcher', the speakers describe their feelings about murder. What are the similarities and/or differences between the ways the poets present those feelings?

Complete the table below:

	Education for Leisure	Hitcher
Similarity		
Difference		