



THE SYDNEY
RUSSELL
SCHOOL

Y9

Work Pack

Geography

Task 1:

Answer the following exam questions on paper and hand in to your teacher when you come back to school:

a) Using a named example, evaluate the immediate and long-term responses to tropical storms.

(9 marks + 3 SPaG)

b) Assess the importance of mitigation in the management of climate change (6 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: Empire Migration and the People

In order to prepare for the next part of this unit you are to make sure that you have researched the following events and prepared a short factfile or timeline on computer (word or powerpoint) if you do not have access to a computer you can do it in your books or on A4 paper. Make sure you do them in chronological order as specified.

For each event include things like following:

- Dates
- Causes – why did the event or topic happen
- What happened – Events Key people and what they did
- Results
- Reasons why it is significant

Use the below as an example for how you could do it

Mau Mau rebellion and Kenyan Independence

1947: Jomo Kenyatta was elected as leader of the Kenya African Union, the colony's African political party. He toured the colony urging independence and the return of land to Africans.

1951: The Mau Mau revolt began, which was a secret society campaign to terrorise the British into quitting Kenya. Kenyatta was not part of that revolt.

1952: A state of emergency was declared by the British authorities. Kenyatta and five others were arrested and accused of leading Mau Mau terrorism. Kenyatta was found guilty on the basis of false evidence and sentenced to seven years' imprisonment.

1959: The British authorities were responsible for an outrage at the Hola detention camp where British officials beat 11 Kenyans to death. The British government came under more pressure to work with the Africans. Kenyatta was moved from prison to detention.

1961: Kenyatta was released from detention and was able to lead negotiations between Kenyans and the British government towards independence.

1963: Kenya became independent, and Kenyatta was its first Prime Minister.

Use BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zx3fnbk> and the Textbook scans in student resources to help you

List of Topics

1. Tudor and Stuart Explorers
2. British Colonies in North America
3. Huguenots
4. Ulster Plantations
5. British India 1600-1948
6. Boer Wars 1899-1902
7. Irish Famine 1845-50
8. Mau Mau Rebellion and Kenyan Independence
9. Kwame Nkrumah and Ghana
10. Falklands War 1982

Dance

1. Sort the following skills into the relevant categories.

Physical	Technical	Expressive	Mental

Strength Timing Musicality Phrasing Facial Expression Extension Confidence Mobility
Movement Memory Control Balance Dynamics Action Content Spatial Awareness
Posture Alignment Spatial Content

2. Explain how stamina can be improved

3. Mind map ideas for a dance using the image below:



4. Create a motif you could use for one of your ideas on the mind map. This must include actions, space and dynamics.

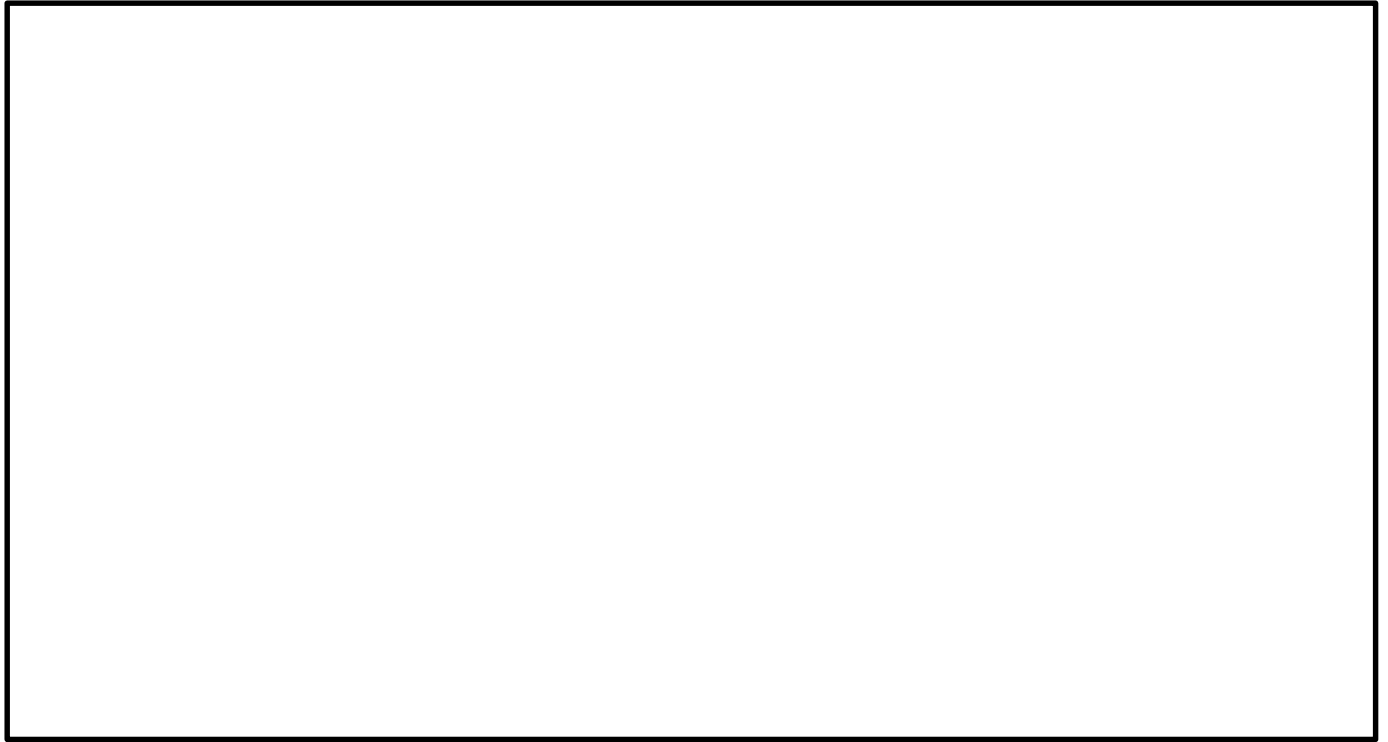
5. Plan and draw the type of performance environment you would use in the space below.

End on Stage

Proscenium Arch

Site Sensitive

In the Round



6. Explain why this type of performance environment would be the most effective for your performance.

DNA

ACTIVITY 1

In your own words, summarise Kelly's four key lines of argument for DNA **using the frame 'Kelly uses _____ to highlight _____.'**

ACTIVITY 2

For each character, mind-map:

1. *The **key events that effect the character** at the beginning, middle and end of the play.*
2. ***Two key quotations** to support this per event.*

ACTIVITY 3

For each theme, mind-map:

1. *The **key events that relate to the theme** at the beginning, middle and end of the play.*
2. ***Two key quotations** to support this per event.*

ACTIVITY 4

Plan, and then write a full essay response on each question below:

Check-List! – In your planning stage, consider the following questions:

- ✓ *What are your three Lines of Argument?*
- ✓ *What is the key context which influences Kelly?*
- ✓ *What are your two key quotations per paragraph?*
- ✓ *What is the device or keyword you have selected and its connotations?*
- ✓ *What does your device or keyword represent about the writer's ideas?*
- ✓ *What is your Line of Argument and how does it build into the next Line of Argument?*

1. **How does Kelly present ideas about society by calling the play *DNA*?**
2. **How does Kelly use the play *DNA* to explore ideas about gang membership?**

Language Paper 2, Question 5

ACTIVITY 1

Think back to the conventions we looked at in your Transactional Writing unit.

List the conventions of a BROADSHEET NEWSPAPER ARTICLE, FORMAL LETTER and SPEECH.

BROADSHEET NEWSPAPER ARTICLE	FORMAL LETTER	SPEECH
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ACTIVITY 2

Write the linguistic devices that match with each text-type. Explain the precise effect each linguistic device would have on an audience.

E.G. a rhetorical is used in a broadsheet newspaper article to manipulate the audience to begin to consider the writer's point of view.

ACTIVITY 3

Now, annotate the below speech.

1. Can you identify and label the **purpose** and **audience** of the speaker's argument?
2. Can you identify **the linguistic devices the speaker uses and the specific effect?**

King Lear, late at night on the cliffs asks the blind Earl of Gloucester "How do you see the world?"

And the blind man Gloucester replies "I see it feelingly".

Shouldn't we all?

Animals must be off the menu because tonight they are screaming in terror in the slaughterhouse, in crates, and cages. Vile ignoble gulags of despair.

I heard the screams of my dying father as his body was ravaged by the cancer that killed him. And I realised I had heard these screams before.

In the slaughterhouse, eyes stabbed out and tendons slashed, on the cattle ships to the Middle East and the dying mother whale as a Japanese harpoon explodes in her brain as she calls out to her calf.

Their cries were the cries of my father.

I discovered when we suffer, we suffer as equals.

And in their capacity to suffer, a dog is a pig is a bear. . . . is a boy.

Meat is the new asbestos – more murderous than tobacco.

Animal Rights is now the greatest Social Justice issue since the abolition of slavery.

10 years ago Twitter was a bird sound, www was a stuck keyboard, Cloud was in the sky, 4 g was a parking place, Google was a baby burp, Skype was a typo and Al Kider was my plumber.

ACTIVITY 4

Combining the Q5 strategies at the front of your Language Paper Two booklet and your knowledge gained from the Transactional Writing unit, now complete the two tasks below.

Write a **speech** on the following statement to be delivered to your peers in your Y9 assembly.

'Teenagers' dependence on social media is causing more damage to their mental health than doing good.'

Write a **broadsheet newspaper article** on the following statement:

'Schools do not provide the necessary skills needed for young people to survive in the real world.'

Check-List!

- ✓ Have you considered the Purpose, Audience and Form for each activity?
- ✓ Have you manipulated the structure of your text-type to suit your purpose?
- ✓ Have you considered using appropriate linguistic devices for effect?

French

LA SANTÉ AU COLLÈGE - HEALTH AT SCHOOL

La santé au collège	Health at school		
Pour être en pleine forme, ...	To be healthy, ...	boit de l'alcool	<i>drinks alcohol</i>
Pour éviter le stress au collège, ...	To avoid stress at school, ...	ne mange pas sainement	<i>doesn't eat healthily</i>
je mange sainement	<i>I eat healthily</i>	Il/Elle fait ça pour ...	<i>He/She does that to ...</i>
je mange rarement des bonbons ou des gâteaux	<i>I rarely eat sweets or cakes</i>	s'amuser	<i>have fun</i>
je bois uniquement de l'eau	<i>I only drink water</i>	faire partie du groupe	<i>be a part of a group</i>
je ne bois jamais de boissons gazeuses	<i>I never drink fizzy drinks</i>	combattre le stress au collège	<i>combat/deal with stress at school</i>
je me couche tôt	<i>I go to bed early</i>	perdre du poids	<i>lose weight</i>
j'essaie de me déconnecter des écrans de temps en temps	<i>I try to disconnect from screens from time to time</i>	Il/Elle ...	<i>He/She ...</i>
Je m'inquiète pour (mon copain/ma sœur).	<i>I am worried about (my friend/my sister).</i>	est moins sociable	<i>is less sociable</i>
Il/Elle ...	<i>He/She ...</i>	ne peut pas se concentrer en classe	<i>can't concentrate in class</i>
fume des cigarettes	<i>smokes cigarettes</i>	va avoir de mauvaises notes	<i>is going to have bad grades</i>
fume du cannabis	<i>smokes cannabis</i>	va devenir anorexique	<i>is going to become anorexic</i>
		À mon avis, c'est ...	<i>In my opinion, it's</i>
		très mauvais pour la santé	<i>very bad for your health</i>
		dangereux/illégal	<i>dangerous/illegal</i>
		On devient facilement accro.	<i>You become addicted easily.</i>

1 – Je mange rarement

2 – je bois des boissons gazeuses

3 – je me couche tôt

4 – je ne fume pas de cigarette

5 – il va avoir de mauvaises notes

5 – à mon avis c'est dangereux

6 – elle est moins sociable

7 - à mon avis c'est mauvais pour la santé

8 – on devient facilement accro

9 – on peut perdre du poids

A – in my opinion it is bad for your health

B – I drink fizzy drinks

C – it my opinion it is dangerous

D – I worry about my sister

E – We become easily addicted

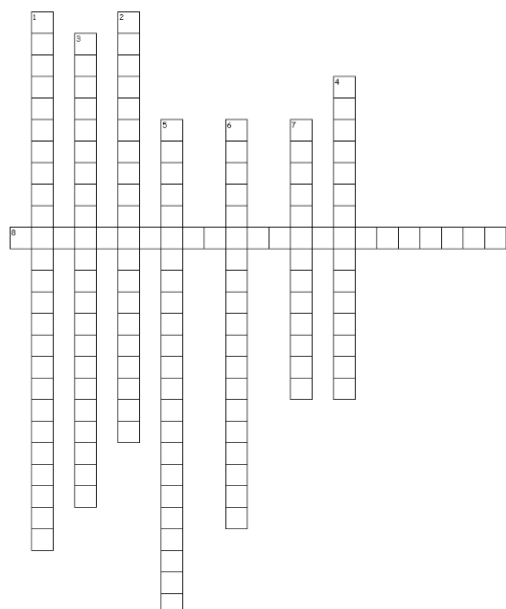
F – She is less sociable

G – We can lose weight

H – I go to bed early

I – I rarely eat

J – I don't smoke cigarette



Across

8. I worry about my sister

Down

1. He will have bad grades

2. she is less sociable

3. In my opinion it is dangerous

4. I rarely eat

5. He doesn't smoke cigarettes

6. we can lose weight

7. I go to bed early

Translate from French to English

Pour être en pleine forme pour le collège, je mange sainement. J'essaie de manger au moins cinq portions de fruits et légumes par jour. Je mange bien le matin avant d'aller au collège: un bon petit-déjeuner est essentiel! **Dimitri**

Pour éviter le stress au collège, je fais du sport régulièrement. Pendant l'heure du déjeuner, je joue au foot et je fais de la natation trois fois par semaine. Quand je suis en bonne forme physique, je peux me concentrer facilement en classe. **Imane**

Translate from English to French

To be in good health, I rarely eat sweets and cakes. Additionally I never drink fizzy drinks. I only drink water

To avoid stress, I go to sleep early. When I sleep badly, I am too tired to learn! However, I try to disconnect from screens from time to time, especially before I go to bed.

German (Foundation)

1. Revise all topics from your KO. You can also use quizlet.com or linguascope.com (login: russell password: icandoit)
2. Complete part A and part B of the reading sheet, you can add more vocabulary to the table. Don't use google translate but you can use the dictionary – wordreference.com. Don't forget part B!

Meine Schule

Hallo! Ich heiße Matthias Bolz und Ich bin 14 (vierzehn) Jahre alt. Ich wohne in Deutschland mit meiner Familie.

Jetzt werde ich **über** meine Schule sprechen.

Meine Schule heißt „Gymnasium Markneukirchen“ und sie **liegt** in „Vogtland“ in Ostdeutschland.

In meiner Schule **muss** ich keine Schuluniform tragen und ich **kann** tragen, was ich **will** ! **Das ist klasse!**

Zudem liebe ich meine Schule, weil das eine ziemlich kleine Schule ist. **Allerdings** mag ich nicht, dass meine Schule sehr alt ist.

Da meine Schule eine **ganz** alte Schule ist, sind **die Gebäude äußerst** hässlich und unpraktisch. Es gibt keine Computer in den Klassenzimmer aber **die Sportanlagen sind toll !**

Obwohl meine Lehrer **echt** streng sind, sind sie hilfsbereit und ich gehe gern in die Schule. Die Schule ist keine Zeitverschwendung und **es macht mir viel Spaß**, weil ich viele Freunde hier habe. Ein paar Schüler sind ärgerlich aber **es ist mir egal !**

Zudem ist der Unterricht interessant und ich muss viel lernen, **um** gute Noten **zu** bekommen und eine gute Job zu haben. Ich möchte Arzt werden und **deshalb** sind Naturwissenschaftler **am wichtigsten**.

Vor der Schule frühstücke ich. Am Freitag habe ich Deutsch in der ersten Stunde. Da wir **viele spannende Dinge** im Deutschunterricht lernen, ist Deutsch mein Lieblingsfach!

In der Pause **quatsche** und spiele ich mit meinen Freunden, **die** Peter und Martin heißen. **Nach der Schule mache ich jeden Tag mit meiner Mutter meine Hausaufgaben zu hause.**

Morgen ist das Wochenende und ich werde in die Stadt gehen, **um** einen Film im Kino **zu** sehen. Der Film heißt Jurassic World. Horrorfilm gefällt mir am liebsten ! Letzte Woche habe ich „Saw15“ gesehen und **es war der Hammer!**

A. Find in the text the German for:


now		the sport facilities	
about		Although	
is situated		truly	
must		it's a lot of fun	
can		I don't care	
want		in order to	
that's tremendous		therefore / that's why	
Moreover		the most important	
However		a lot of exciting things	
Because (beginning of the sentence)		I chat	
completely		who	
the buildings		It was amazing !	
extremely			

B. Translate the underlined sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

German (Higher)

Theme 3 – careers (revise Knowledge organiser and go over school and jobs; then complete the below tasks)

2a  Read what the people say about their future plans. Who is going to go to university, who is not, and who isn't sure or doesn't mention it?

Ich war bei einem Berufsberater. Er meinte, mit meinen Noten werde ich das Abi nicht schaffen, also werde ich keinen Studienplatz bekommen. Na ja, meine Eltern haben auch nicht studiert.

Lisa



Ich werde ganz bestimmt auf die Uni gehen. Und ich werde nachher besser verdienen. Wie man sagt: Das Studium ist in eine Investition in die eigene Zukunft.

Harald



Studenten sind ganz arm, haben nicht sehr viel Geld. Drei bis vier Jahre in Armut leben? Nein, ich will jetzt verdienen und werde mir deshalb so schnell es geht einen Job suchen.

Max



Ich habe schon meinen Beruf gewählt: Ich werde Ärztin. Ich werde also studieren.

Tanja



Ich bin ziemlich schwach in Mathe und auch Englisch. Aber ich habe andere Stärken: Ich bin ziemlich freundlich und komme gut mit Leuten aus. Es gibt Berufe, wo das ein Vorteil ist, zum Beispiel in einem Büro oder als Verkäuferin.

Ronja



Meine Eltern wollen, dass ich auf die Uni gehe. Sie meinen, ein Studium ist sehr gut. Ich weiß nicht. Ich habe genug gelernt, glaube ich. Ich werde mich später entscheiden.

Can



2b  Read the comments again and answer the questions.

Who ...

- 1 mentions good social skills?
- 2 has made a definite decision about a career?
- 3 has parental pressure?
- 4 has spoken to a careers adviser?
- 5 thinks university means a job with more money?
- 6 wants to earn money now?
- 7 has parents who did not study?
- 8 will decide later?
- 9 says students are poor?

4 **T** Translate the sentences into German.

- 1 I want to be a vet because I like animals.
- 2 Although I am still young, I have a lot of experience with animals.
- 3 I will be at university until I am 23.
- 4 After I have left university, I want to work.
- 5 I know that I must work hard.

2 **📖** Read the texts about how two people chose their profession. Choose the five correct statements for each person.

1 Ich bin Max. Ich bin Pfleger von Beruf. Als ich 16 war, habe ich die Schule verlassen. Ich habe zuerst in einer kleinen Fabrik gearbeitet, weil ich mich nicht entscheiden konnte, was ich eigentlich machen will. Nachdem ich drei Monate gearbeitet hatte, ist meine Mutter krank geworden. Dann musste ich sie pflegen. Obwohl ich noch jung war, hat mir das gut gefallen. Ich habe gleich gewusst, dass Pfleger der richtige Beruf für mich ist. Trotz der langen Arbeitstage mag ich immer noch meinen Job.



2 Ich darf mich vorstellen: Ich heiße Cleo und ich bin Klempnerin. Ich habe viele Jobs ausprobiert – Köchin, Kassiererin, sogar Schauspielerin – aber nichts hat mir gefallen. Als eines Tages bei mir der Wasserhahn nicht funktioniert hat, habe ich versucht, ihn selbst zu reparieren. Obwohl ich keine Erfahrung hatte, hatte ich Erfolg. Ich habe dann eine Lehre gemacht und bin jetzt gelernte Klempnerin.




Pfleger. (At the week as a carer.)

Du **weißt**, dass ich am Wochenende als Pfleg (You know that I work at the weekend.)

Challenge: Read Cleo again. Find all 18 verb

- | | |
|---|------------------------------------|
| a Max is now a carer. | i Cleo is a cook. |
| b Max was 15 when he left school. | j She wanted to be a singer. |
| c He worked part-time in a factory. | k She has tried many jobs. |
| d He could not decide what he wanted to do. | l She tried to fix her broken tap. |
| e His mother became ill. | m She managed to fix the tap. |
| f He liked looking after her. | n She became an apprentice. |
| g He won't do this job because of the long hours. | o She found the studies difficult. |
| h It is the right job for him. | p She got her qualifications. |

- 2  Lies, was Sandra über ihren Job auf einer Webseite schreibt. Welche **sechs** Aussagen sind richtig?



Eins ist klar: Wer Berufsberaterin wird, hat einen stressigen Job. Während der Woche bleibt mir wenig Freizeit, weil ich früh aufstehen muss, und wegen der langen Arbeitszeiten.

Ich bin von Montag bis Donnerstag – manchmal sogar bis Freitag – auf Geschäftsreise unterwegs. Die meisten meiner Projekte sind in Deutschland, aber ich war auch schon im europäischen Ausland. Während der Woche gehe ich abends mit meinen Kollegen aus und oft entwickeln sich neue Freundschaften.

Schwierig wird es, wenn man selbst eine Familie haben möchte. Für eine gute Balance zwischen Arbeit und Freizeit muss ich klare Prioritäten setzen: Während der Woche ist der Beruf meine Priorität. Trotzdem versuche ich, mir jeden Tag mindestens eine Stunde Zeit zu nehmen, um mit meinem Freund zu telefonieren.

Am Wochenende hat mein Privatleben Priorität: Dann tanke ich wieder Energie, treffe mich mit Freunden und kaufe ein. **Sandra**

- 1 Der Job ist stressig.
 - 2 Sie hat sehr viel Freizeit.
 - 3 Sie geht immer um 7 Uhr abends ins Bett.
 - 4 Sie ist oft unterwegs.
 - 5 Sie hat neue Freunde gefunden.
 - 6 Sie hat keine Freunde.
 - 7 Ihr Beruf ist nicht gut, wenn man eine Familie haben will.
 - 8 Sie verdient sehr viel Geld.
 - 9 Sie versucht, jeden Tag mit ihrem Freund zu telefonieren.
 - 10 Sie arbeitet nicht am Wochenende.
 - 11 Sie sieht ihre Kinder nie.
 - 12 Sie geht nie einkaufen.
- [6 marks]

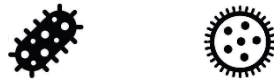
Biology (Separate)

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/srsscience for some resources we have put together.

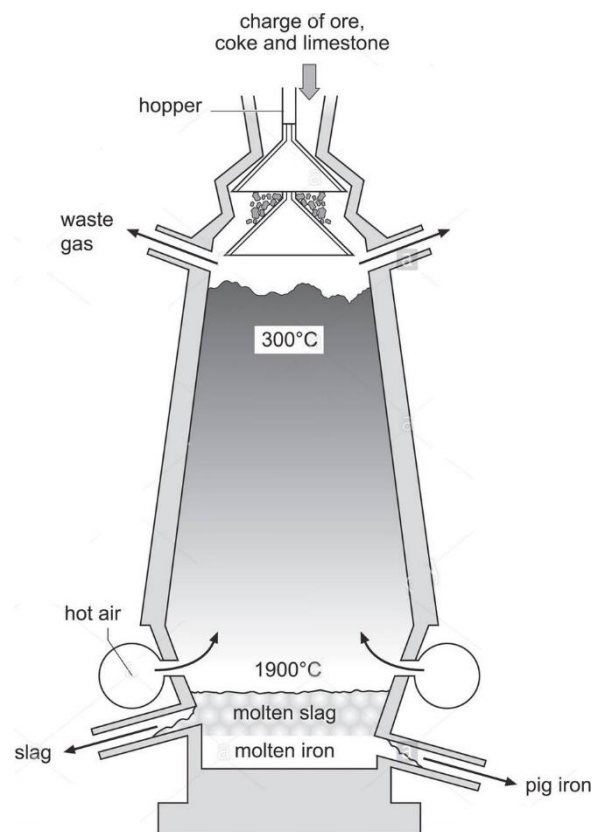
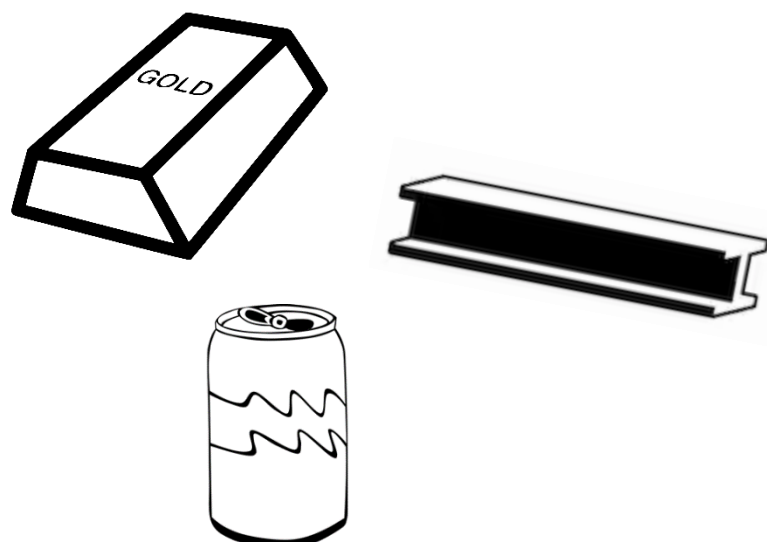
You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

CREATE YOUR BIOLOGY LEAFLET/POSTER HERE

Chemistry (Separate)

TASK

Create a poster/leaflet on how metals can be extracted from their ores.



POINTS TO CONSIDER

- What is the reactivity series?
- What is the order of metals in the reactivity series?
- How can you find out if a metal is more or less reactive than another?
- Where do we find metals?
- What are different methods to extract metals from their ores?
- Why do we have to extract some metals from ores and not others?
- How would you extract the following metals?
 - Gold
 - Iron
 - Aluminium

RESOURCES

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CREATE YOUR CHEMISTRY LEAFLET/POSTER HERE

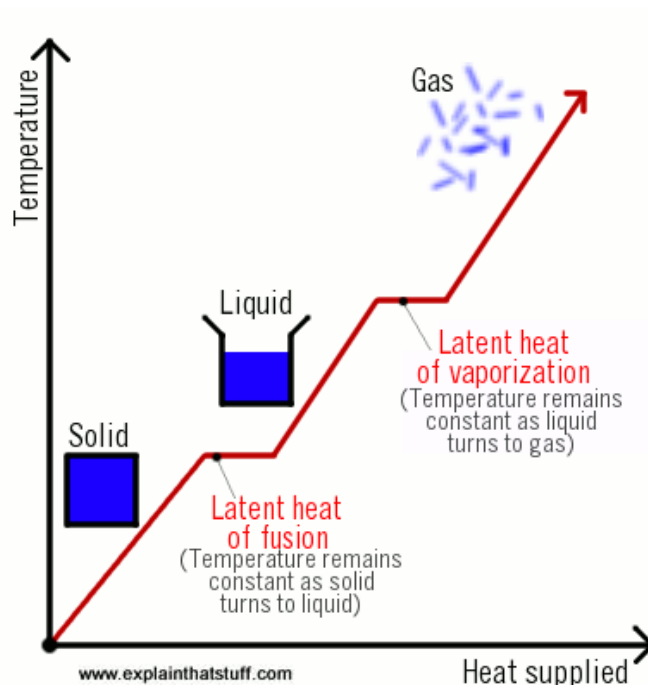
Physics (Separate)

TASK

Create a poster about how substances change state.

POINTS TO CONSIDER

- What are the differences in the properties of solids, liquids & gases?
- What are the differences in the structures of solids, liquids & gases?
- What is the difference between boiling and evaporation?
- When heating a substance, when is its internal kinetic energy increased?
- When heating a substance, when is its internal potential energy increased?
- What happens to the internal energy of a substance when it is heated?
- What is specific latent heat of fusion?
- What is specific latent heat of vaporisation?

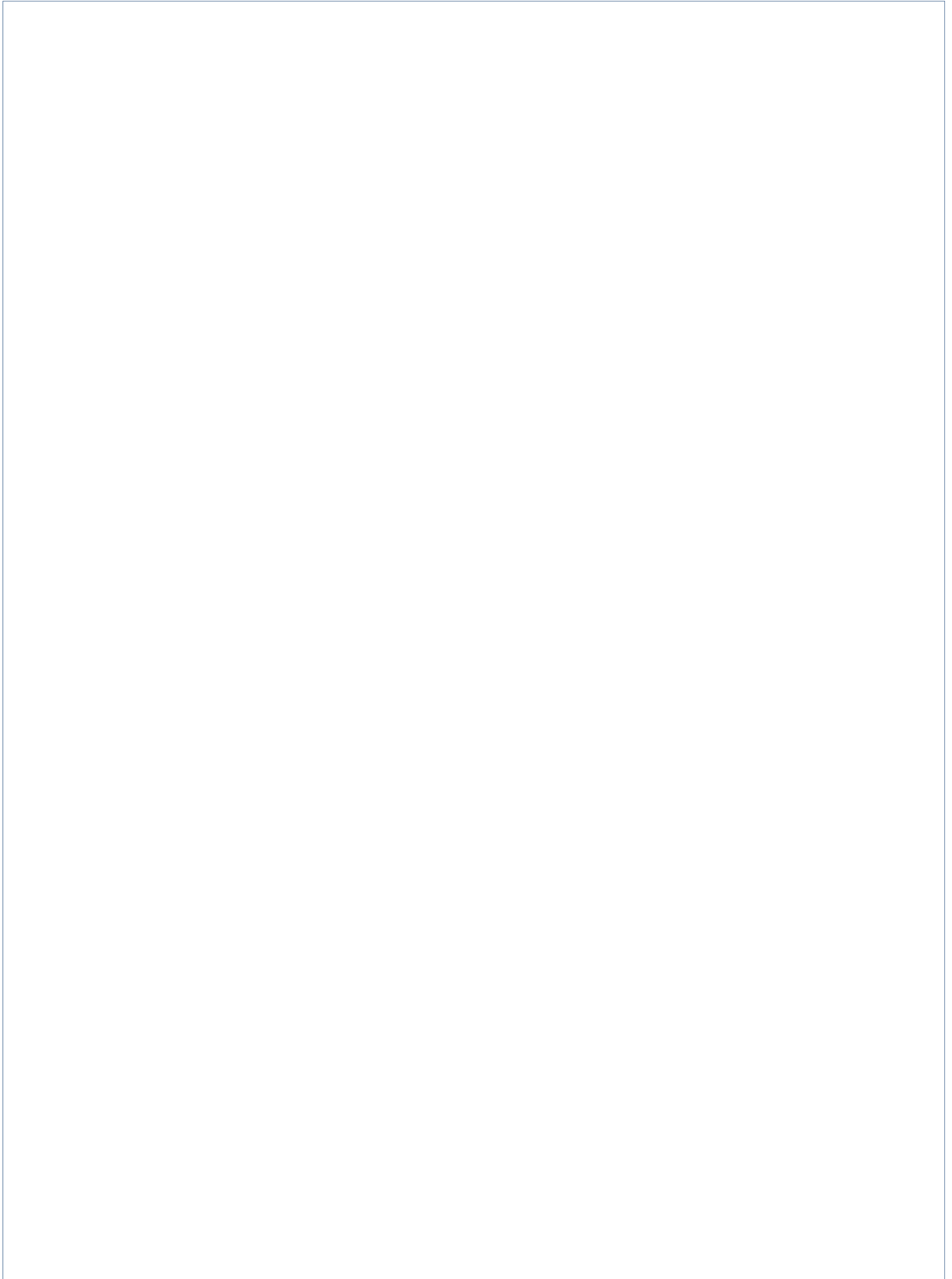


RESOURCES

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CREATE YOUR POSTER HERE

A large, empty rectangular box with a thin blue border, intended for creating a poster. It occupies the majority of the page area below the header and above the footer.

Art & Design Technology

ART

Students are expected to complete two drawings 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. Arrange and draw at least 5 kitchen objects.
2. Arrange and draw your own still life (bedroom/personal items)
3. Draw photograph from a newspaper.
4. Research and present work on an artist (Joseph Cornell).
5. Design a poster to advertise POP ART SOUP.
6. Design a pattern in black and white.
7. Draw a moving figure (Futurism).
8. Research and present work on an artist (Roy Lichtenstein).

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 design and technology (include all you have learn this year).
2. Create a poster about metals, ferrous and non-ferrous.
3. Research about Dyson. Write 3 paragraphs, explaining why he is 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. Research Design and Technology 'Thinking' and 'Manufacturing' skills. Write a paragraph explaining why you think it is essential to have those skills.

Food Technology

Year 9 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.

- Watch a cooking show and write a 250 word review of one of the dishes made. Identify equipment, ingredients, cooking methods and techniques used (rubbing in, mixing).
- Develop a fact sheet exploring seasonal foods from around the UK only.
- Research 3 different special dietary needs and explain what they are, how they impact people's food choices, and food products that can be eaten. For each dietary need, modify a standard product to make it suitable.
- 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.

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).

9H Seneca- code enter this code **6aoq6piik3** into the following website: app.senecalearning.com/join-class

9J Seneca code enter this code **hqmgzlvksm** 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

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

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

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

- 8(a). Dipesh is thinking of buying a tablet computer to replace his old desktop computer.
- Describe how the CPU and RAM work together to enable the tablet computer to operate.

[3]

- (b). The tablet computer also uses cache memory. Describe the purpose of cache memory.

[2]

9. Quinn's current computer specification is shown in Fig. 4.

1.5 GHz Dual Core Processor
1GB RAM
100GB Hard Drive
64KB Cache
Touchscreen
Integrated camera and speakers
2 × USB 3.0 ports
2 × USB 2.0 ports
Blu-ray drive
2GB Graphics Card

Fig. 4

Describe the benefits of a dual core processor over a single core processor.

[2]

PROGRAMMING TASK

Louise is creating a card game for two players.

The game uses a deck of cards. There are 30 cards in a deck. Each has one colour (red, black or yellow). Each card has a number (1, 2, 3, 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

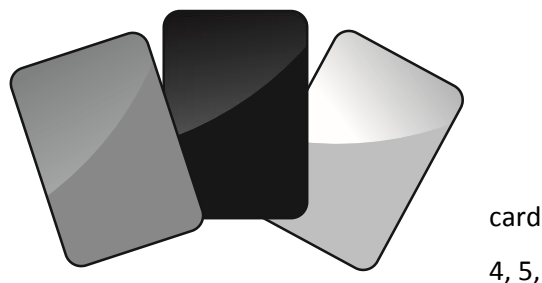
- The winner of each round keeps both cards.
- The players keep playing until there are no cards left in the deck.

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.

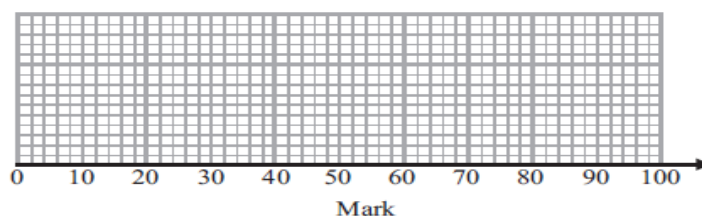
Write down an assumption you have made.

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

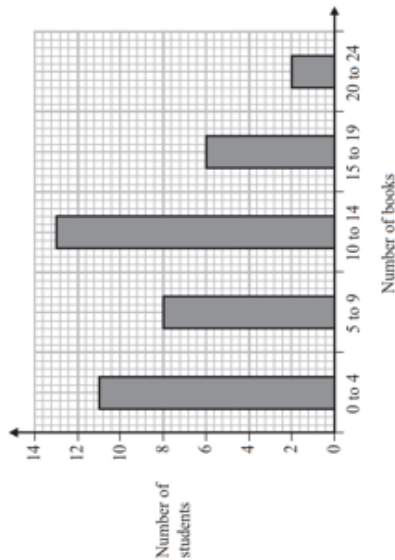
- (a) Write down the modal class interval.
- (b) Find the class interval that contains the median.
- (c) Work out an estimate for the mean annual pay.
- (d) Why is your answer to part (c) and estimate?

<u>1. Negative Numbers</u> Calculate a. $-9 + -7$ b. $-3 + -3$ c. $-6 + 3$ d. $4 - -1$	<u>2. Rounding</u> Round a. 3430 to the nearest hundred. b. 4098 to the nearest hundred. c. 4098 to the nearest thousand. d. 1765 to the nearest ten.	<u>3. Prime Factorisation</u> Write the following numbers as a product of prime numbers. a. 45 b. 86	<u>4. Writing Algebraic Expressions</u> A waiter earns £m per hour. Write down an expression for the amount of money the waiter gets when: a. They work for 5 hours. b. They work for 3 hours and get a £10 tip. c. They work for 4 hours at double pay.									
<u>5. Expanding Brackets</u> Expand a. $3(5h + 9)$ b. $3(4s + 5)$ c. Expand and simplify $9(2d + 9) + 3(7d + 6)$	<u>6. Frequency Tables</u> Marla buys some bags of buttons. There are 19 buttons or 20 buttons or 22 buttons in each bag. The table gives some information about the number of buttons in each bag. <table border="1"><thead><tr><th>Number of buttons</th><th>Frequency</th></tr></thead><tbody><tr><td>19</td><td>.....</td></tr><tr><td>20</td><td>7</td></tr><tr><td>21</td><td>3</td></tr><tr><td>22</td><td>1</td></tr></tbody></table> The total number of buttons is 320 Complete the table.	Number of buttons	Frequency	19	20	7	21	3	22	1	<u>7. Calculating with Fractions</u> Sue has 2 cats. Each cat eats $\frac{1}{4}$ of a tin of cat food each day. Sue buys 8 tins of cat food. Has Sue bought enough cat food to feed her 2 cats for 14 days? You must show how you get your answer.
Number of buttons	Frequency											
19											
20	7											
21	3											
22	1											

8. Reading Bar Charts

Fran asks each of 40 students how many books they bought last year.

The chart below shows information about the number of books bought by each of the 40 students.



Write down how many people bought 10 or more books.

9. Converting Fractions

Write the following fractions as a mixed number.

- a. $\frac{32}{13}$ b. $\frac{38}{9}$ c. $\frac{16}{13}$

Write the following as an improper fraction.

- d. $4\frac{1}{3}$ e. $3\frac{1}{2}$ f. $1\frac{1}{4}$

10. Percentage Change

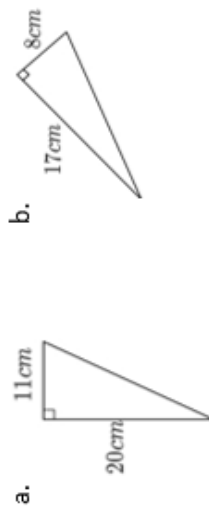
Last year Jo paid £245 for her car insurance.

This year she has to pay £883 for her car insurance.

Work out the percentage increase in the cost of her car insurance.

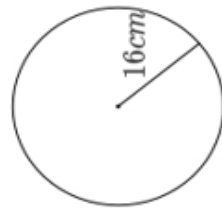
11. Basic Area

Find the area of the triangles below.



12. Circles

Find the area and circumference of the circle below.



Area =

Circumference =

13. Ratio


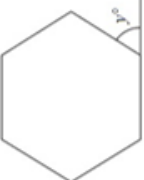
- a. In a class the ratio of boys to girls is 3:5.
What fraction of the class is boys?

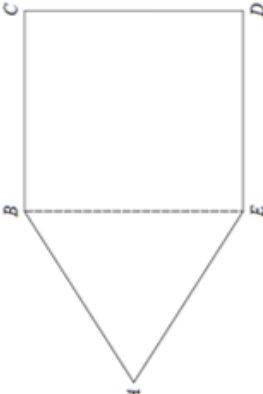
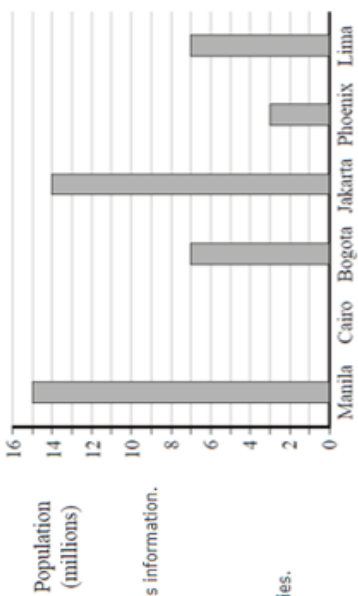
- b. Simplify 5:45

14. Proportion

The exchange rate between GBP and dollars is £1 = \$1.15.

How much is £56 in \$?

<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>9. Area A circle has radius 9 cm. (a) Work out the circumference of the circle. Give your answer correct to 1 decimal place.</p> <p><i>ABE</i> is an equilateral triangle. <i>BCDE</i> is a square with area 169 cm^2 (b) Work out the perimeter of <i>ABCDE</i>.</p> 	<p>10. Ratio Green paint can be made by mixing yellow paint and blue paint in the ratio 2:3. Wendy makes 15 litres of green paint. Work out how many litres of blue paint Wendy uses.</p>	<p>11. Bar Charts The bar chart gives information about the population, in millions, of each of five cities.</p>  <p>Cairo has a population of 12 million. (a) Draw a bar on the bar chart to show this information. The populations of two cities are equal. (b) Write down the names of these two cities. (c) Write down the name of the city with a population of 15 million. (d) Work out the difference in population between Jakarta and Phoenix. In Manila, there are 90 badminton clubs and 60 football clubs. (e) Find the ratio of the number of badminton clubs to the number of football clubs. Give your ratio in its simplest form.</p>
<p>12. Money Problems Sahil buys one book costing \$6.99 two magazines costing \$3.50 each one newspaper costing \$1.20 Sahil pays with a \$20 note. Work out how much change Sahil should get.</p>	<p>13. Expanding Expand a. $3(x - 2)$ b. $4y(y + 5)$</p> <p>14. Factorising Factorise a. $5m + 10$ b. $8p - 4$</p>	<p>15. Percentages In Kuran's school, 40% of the pupils are boys. (a) Write 40% as a fraction. Give your fraction in its simplest form. (b) What percentage of the pupils in Kuran's school are girls? In Year 11, there are 70 girls and 42 boys. (c) Write down the ratio of the number of girls to the number of boys in Year 11. Give your ratio in the form $1:n$.</p>

1. BBC BITESIZE

Head to BBC Bitesize -> Secondary -> England GCSE -> Music -> Edexcel

Link: <https://www.bbc.co.uk/bitesize/examspecs/z6chkmn>

Complete the following sections:

Music Theory

Tempo, metre and rhythm p1-6

1. Read the information, watch the videos, complete the activities.
2. Learn all the key terms and definitions for tempo.
3. Learn the key terms and definitions for rhythmic devices.

Tempo, Dynamics and Articulation p1-3

1. Read the information.
2. Learn all the key terms.

Sonority (Timbre) p1-5

(Do not cover the sections on Indian music or World music)

1. Read all the information, watch the videos and listen to the extracts.
2. Learn all the key terms.

Notation p1,5,6

1. Read all the information, watch the videos and listen to the extracts.
2. Learn all the key terms.

Instrumental Music 1700 – 1820

- *Bach: Brandenburg Concerto No5 , third movement*
- *Beethoven: Piano Sonata No8, first movement*
- *Haydn: Symphony No101, first movement*
- *Mozart: Eine Kleine Nachtmusik, third movement*

1. Watch the videos for each piece.
2. Listen to each piece on YouTube.

2 . Practice for at least 20 minutes every day

3. Experiment with composing your own chord sequences

Literacy Focus

Year 9 - DNA

Task 1: Read the whole play and answer the following question in as much detail as possible.

- How does Kelly present ideas about bullies and victims in the play DNA?
- How effective is the last scene between Richard and Phil, as a conclusion to DNA?
- *'In many ways it is the absent Adam who is the central character of the play DNA.'*
How far do you agree with this opinion about the play and how does Kelly make you respond by the way he writes?
- What do you think is the significance of the title of the play, DNA? How does Kelly present his ideas in his play through the choice of title?
- How does Kelly present the character of Phil in the Play DNA?
- How does Kelly make the start of DNA interesting and exciting?
- How does Kelly present the theme of relationships throughout the play?
- How does Kelly present the character of Leah throughout the play?
- *'Phil is a psychopath who enjoys the thrill of threatening and causing harm to others'*
How far do you agree with this opinion of Phil?

Task 2: Create a timeline of events from the play. This can be as creative as you want.

Literacy Focus Year 9 DNA

After reading the play write a brief description of each character.

Mark and Jan:

Leah:

Phil:

Lou:

John Tate:

Danny:

Richard:

Cathy:

Brian:

Boy (Adam):

Drama

Component 1 Section B – *Blood Brothers*

Answer the following questions in response to the extract:

p.44: *Mr Lyons enters the garden to* p.45: *Mr Lyons sighs and puts his arm around Mrs Lyons.*

06.1

You are designing a costume for **Mr Lyons** to wear in a performance of this extract. The costume must reflect the context of *Blood Brothers*, set in a Liverpudlian community in the 60s.

Describe your design ideas for the costume.

(4 marks)

06.2

You are performing the role of **Mr Lyons**.

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

‘For God’s sake, Jennifer, I told you on the phone he’ll just be out playing somewhere.’

(8 marks)

06.3

You are performing the role of **Mrs Lyons**.

Explain how you and the actor playing Mr Lyons might use the performance space and interact with each other to show the audience the marital relationship between the characters.

(12 marks)