

GCSE Revision Tasks



YEAR 11

EASTER 2018

The Cherwell School

NAME:

Dear Year 11,

First of all, can I take this opportunity to congratulate you on the approach you are taking, individually and collectively, at this important time. We are delighted with the effort and maturity that you are showing – it is exceptional, and we know that it will lead to high levels of success.

Please find in this booklet guidance from your teachers about revision activities to be undertaken over the Easter break. These activities have been carefully designed to help you consolidate material taught in class, revise the most important concepts, and practise your exam skills.

Do your best to complete this work to a high standard. This will require you to be organised and resilient, working through the tasks systematically and paying attention to detail. Revising for GCSEs is a challenge for all students, so please remember advice you've had about limiting distractions, managing procrastination, and remembering to have plenty of breaks and social time – it's important that you enjoy the holidays alongside the revision.

We suggest also that you take the time to review the activities in this booklet before the end of term, to give yourself time to ask for help if you are unclear about exactly what to do. If you have any questions, please speak to your tutor, teachers, support staff or classmates – remember that we are all here to support you to do your best.

Regards,

Mr Boulter

Easter Revision Checklist

Step 1: Make a realistic timetable using the resources from school

Complete: Y/N

Step 2: Work on revision tasks set by your class teachers

| | Easter revision tasks complete? | Time spent memorising and self testing |
|-----------|---------------------------------|--|
| Maths | | |
| English | | |
| Biology | | |
| Chemistry | | |
| Physics | | |
| Option 1: | | |
| Option 2: | | |
| Option 3: | | |
| Option 4: | | |

Step 3: Extra revision for key focus areas

Consider your PR4 grades, mock results and next steps after year 11. Now choose 5 subjects to prioritise for extra revision work.

Then choose no more than 3 key topics for each which you feel less confident in and just work on these. This can help direct your revision after the holidays too.

| | RAG rating of content to choose focus areas | Revision cards made? | Time spent memorising and self testing |
|------------|---|----------------------|--|
| Subject 1: | Topic: | | |
| | Topic: | | |
| | Topic: | | |
| Subject 2: | Topic: | | |
| | Topic: | | |
| | Topic: | | |
| Subject 3: | Topic: | | |
| | Topic: | | |
| | Topic: | | |
| Subject 4: | Topic: | | |
| | Topic: | | |
| | Topic: | | |
| Subject 5: | Topic: | | |
| | Topic: | | |
| | Topic: | | |

Easter Revision Tasks - Art

Exam board: Edexcel

Papers/ Modules: 9FA2

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p>Your art teachers will have set you a careful plan for the elements that need to be completed for submission in the run up to exams.</p> <p>Please check carefully the elements which you have completed and the submission deadlines set by individual teachers before leaving school for Easter then write a checklist of the elements that you need to complete the approximate time that you will spend on each one.</p> | 2-3 hours |

Easter Revision Tasks – Biology Triple

Exam board: AQA Biology 8461

Paper 2 Inheritance and Paper 1 Bioenergetics (Photosynthesis and Respiration)

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p><u>Session 1 – Bioenergetics</u></p> <ol style="list-style-type: none">1. Work through the know it power point that your teacher has emailed to you2. Answer the KNOWIT questions either on the sheet, in your book or in the form revision cards. | 1 hours |
| <p><u>Section 2 – Inheritance</u></p> <ol style="list-style-type: none">1. Work through the know it power point that your teacher has emailed to you2. Answer the KNOWIT questions either on the sheet, in your book or in the form revision cards. | 2.5 hours |

Easter Revision Tasks - Biology (Combined Science Trilogy)

Exam board: AQA combined Science Trilogy 8464

Bioenergetics (Photosynthesis and Respiration) Paper 1

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <u>Session 1 – Bioenergetics</u> 1. Work through the know it power point that your teacher has emailed to you 2. Answer the KNOWIT questions either on the sheet, in your book or in the form revision cards. | 2 hours |

Easter Revision Tasks – Business Studies

Exam board: **Edexcel**

Papers/ Modules:

Paper 1: Key topics to revise: All of Year 10 topics need to be covered in a 45 minute exam where you will answer 20 multiple choice questions worth 40 marks in total.

You must use the:

- Revision Guide – pages 1- 37 and complete matching exercises in the
- Revision Workbook – pages 1-37, mark your workbook (answers back of Workbook)

Remember all past exam papers have been transferred to Google classrooms where you can complete papers, see the correct answers and have an early indication of your score.

| Revision Tasks | Approximate time needed to complete |
|--|---|
| <u>SESSION ONE– Business planning and obtaining finance</u> i) Read pages 22-24- Business planning and obtaining finance in the revision guide. Ensure you understand the content. ii) Now TEST your understanding by completing the corresponding tasks from the workbook. | 60 mins (35 mins for reading and summary notes and 25 mins answering questions) |
| <u>SESSION TWO– Demand and supply, interest rates and exchange rates</u> i) Read pages 31-33- Demand and supply, interest rates and exchange rates in the revision guide. Ensure you understand the content. ii) Now TEST your understanding by completing the corresponding tasks from the workbook. | 60 mins (35 mins for reading and summary notes and 25 mins answering questions) |
| <u>SESSION THREE– Customer focus, marketing mix and limited liability</u> i) Read pages 25-27- Customer focus, marketing mix and limited liability in the revision guide. Ensure you understand the content. ii) Now TEST your understanding by completing the corresponding tasks from the workbook. | 60 mins (35 mins for reading and summary notes and 25 mins answering questions) |

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| <p><u>SESSION FOUR– Revenues costs and profits and cash flows</u></p> <p>i) Read pages 18-21- Revenues costs and profits and cash flows in the revision guide. Ensure you understand the content.</p> <p>ii) Now TEST your understanding by completing the corresponding tasks from the workbook.</p> | <p>60 mins (35 mins for reading and summary notes and 25 mins answering questions)</p> |
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Easter Revision Tasks – Chemistry Triple

Exam board: AQA Chemistry 8465

Paper 2 Using resources module and Paper 1 Energy Changes module

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p><u>Session 1 – using resources module</u></p> <ol style="list-style-type: none"> 1. Work through the know it power point that your teacher has emailed to you 2. Answer the KNOWIT questions either on the sheet, in your book or in the form revision cards. | <p>2.5 hours</p> |

Easter Revision Tasks – Computer Science

Exam board: OCR

- Paper 1 – Computer Systems
- Paper 2 – Computational Thinking, Algorithms and programming

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>SESSION ONE– Paper 1 - Systems Architecture, Memory and Storage</u></p> <ul style="list-style-type: none"> • Read up on the notes of these three units of work on Google Drive. • Write Revision cards for 3 keywords that you found most difficult for each unit. • Complete the Doodle quiz for each of these units (without the notes or revision cards). • First lesson back will be exam style questions on these three units. | <p>90 mins</p> |
| <p><u>SESSION TWO– Paper 2 revision</u></p> <ul style="list-style-type: none"> • Use the knowledge organisers to help answer the Paper 2 “Practice questions” (this exam is only 3 days after the Paper 1 exam and so you must be revising this now as well). | <p>60 mins</p> |
| <p><u>SESSION THREE– Paper 2 – exam style paper</u></p> <ul style="list-style-type: none"> • Answer the Paper 2 Practice Paper. • Try to do this without looking at notes first time round. • Any questions you were unable to answer – change pen colour and use your notes to help you answer (knowledge organisers and the test questions from Session 2 should | <p>90 – 120 mins</p> |

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| help) • Remember to plan algorithm answers by noting inputs – processes – outputs and constructs first... think of the logic behind them! | |
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Easter Revision Tasks - Dance

Exam board: AQA

Papers/ Modules: Performance / Choreography / Dance appreciation

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p>Before the end of term students will be provided with the full set of AQA information packs for each of the professional ‘Set Works Anthology’ they are to study. Their task will be to fill in a grid of key information which is designed to help them a) remember the key facts for each piece, and b) be able to identify the similarities and differences between Set Works in order to prepare for the more complex questions in Section C of their written paper.</p> <p>Once the grid is completed students should spend time testing themselves on the content</p> <p>They will also have to revise the key terminology required for Section A of the paper and will be given a guidance sheet for this alongside their Set Works Anthology pack.</p> | 2-3 hours |

Easter Revision Tasks – Drama

Exam board: AQA

Papers/ Modules: Written exam length: 1 hour 45 minutes

Component 1

- Section A: Theatre roles and terminology (4 marks)
- Section B: Hansel and Gretel (44 marks)
- Section C: Live Production (**Blood Brothers or Woman In Black**) (32 marks)

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>SESSION ONE– Section A (4 marks)</u></p> <p>i. Read through the section on theatre roles and terminology from the text book (you will have been given a copy of this for your mock) (30 minutes)</p> <p>ii. Draw a sketch for each configuration of staging (10 mins)</p> <p>iii. Answer questions on page 24 for section A (5 mins)</p> | 45 mins |
| <p><u>SESSION TWO– Hansel and Gretel (44 marks)</u></p> <p>i. Using the knowledge organiser as reference, mark on your scripts the units of action. (10</p> | 120 mins |

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|--|---------|
| <p>minutes)</p> <p>ii. Read your knowledge organiser to revise what each unit of action is about (20 minutes)</p> <p>iii. HIDE your knowledge organiser and write a brief synopsis (1 paragraph) for each unit of action, including the following details.</p> <ol style="list-style-type: none"> 1. What is the unit of action about? 2. Which characters are in the unit of action? 3. Where does the action take place? 4. What themes within the play are reinforced through the unit of action? <p>iv. Look at your knowledge organiser. Test your notes on each unit of action - annotate your script with important details you have forgotten.</p> | |
| <p><u>SESSION THREE– Live Production (32 marks)</u></p> <p>i. Read page 166-168 of your live production booklet (5 mins)</p> <p>ii. Choosing either Arthur Kipps (the older man who played all the other characters) from The Woman In Black or Mickey Johnstone from Blood Brothers, complete the vocal skills analysis on page 169 (20 mins)</p> <p>iii. Read task 2 on page 169 (5 mins)</p> <p>iv. Read pages 170, complete task 6 on page 171 for Mickey Johnstone or Arthur Kipps which asks you to interpret the Physical skills of the performers. (10 mins)</p> <p>v. Stick to the same character and complete the questions on page 172 which asks you to note details of the actors performance (30 mins)</p> | 70mins |
| <p><u>SESSION ONE– Section A (4 marks)</u></p> <p>i. Read through the section on theatre roles and terminology from the text book (you will have been given a copy of this for your mock) (30 minutes)</p> <p>ii. Draw a sketch for each configuration of staging (10 mins)</p> <p>iii. Answer questions on page 24 for section A (5 mins)</p> | 45 mins |

Easter Revision Tasks – English

Exam board: AQA

Papers/modules: English Literature

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p>At the back of this booklet is printed the English Literature Easter revision homework booklet. This contains all the information that you will need for your English work over Easter</p> <p>There are instructions on video to support technique, content to revise and past papers for completion.</p> <p>This work will have also been set by your class teacher</p> | 4 hours total |

Easter Revision Tasks - French

Exam board: Edexcel

The Speaking exam: Wednesday, 18th April, Thursday, 19th April and Friday, 20th April 2018

- Role-play
- Picture task
- Conversation

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p><u>Role-play:</u> Drill all the statements from your booklet several times to practise all aspects of this exercise. <u>Practise both tiers</u> in order to get maximum practice.</p> | 2 hours minimum |
| <p><u>Picture discussion:</u> Learn by heart or revise the sentence starters for a better picture description (given out by your teacher in December 2017/ stuck in your blue book). Revise the vocabulary of nature. Practise the picture tasks on line at: https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/GCSE-French-SAMs-Combined.pdf</p> | 2 hours minimum |
| <p><u>Conversation:</u> Go over the conversation practice booklet. Familiarise yourself with the questions again. Revise your answer notes and improve them by adding more sophisticated vocabulary from your vocabulary booklet. Learn your answers by heart and practise them several times.</p> | 2 hours minimum |

Easter Revision Tasks – Geography

Exam board: AQA

Papers/ Modules:

Paper 1 - Living with the Physical Environment

Paper 2 - Challenges in the Human Environment

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p>Your geography teachers will issue you with three revision booklets complete with detailed instructions for revision tasks Priority 1 – Students will be allocated a Resource Management workbook. Please complete this using the sections of the textbook provided</p> | 90 mins |

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| <p>Priority 2 - Students will be issued with an A5 booklet giving specific guidance on the revision cards for paper 2 'Challenges in the Human Environment'</p> <p>Please complete the tasks in this booklet and then spend 30minutes self testing using the cards that you have made</p> | 90mins |
| <p>Priority 3 – Students will be issued with an A5 booklet to support paper 1 'Living with the Physical Environment'</p> <p>Please complete the tasks in this booklet and then spend 30minutes self testing using the cards that you have made</p> | 90 mins |

Easter Revision Tasks – German

Exam board: Edexcel

Speaking exam: Thursday 26th April (Miss Cheetham), Friday 27th April 2018 (Mr Mehrabian)

- Role-play
- Picture task
- Conversation

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>Role-play:</u></p> <p>Go back and have a look at all of the Roleplays in the Wiederholung (Revision) section of each unit of the textbook. You should have a photocopy of all 8 units now.</p> <p>Write a list of question words (if you haven't done this already) and learn these off by heart.</p> <p>Practise the foundation and higher role-plays on line at:</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2016/specification-and-sample-assessments/GCSE-German-SAMs-Combined.pdf</p> | 2 hours minimum |
| <p><u>Picture discussion:</u></p> <p>Learn by heart or revise the sentence starters for a better picture description (refer to the photocopy of the laminate we have been using in class).</p> <p>Revise the vocabulary for nature.</p> <p>Again, practise the picture tasks on line at:</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2016/specification-and-sample-assessments/GCSE-German-SAMs-Combined.pdf</p> <p>Alternatively, look at the picture based tasks from the Wiederholung (Revision) section of the textbook and practise these.</p> | 2 hours minimum |
| <p><u>Conversation:</u></p> <p>Go over the conversation practice booklet.</p> <p>Familiarise yourself with the questions again.</p> | 2 hours minimum |

Revise your answer notes and improve them by adding more sophisticated vocabulary from your vocabulary booklet.

Learn your answers off by heart and practise them several times.

Make sure that your one minute presentation is as fluent as possible.

Easter Revision Tasks - Graphics

Exam board: Edexcel

Papers: 5GR01

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p>1. <u>Chapter 1 – Materials and Components</u> Read pages 12 – 25 Answer the following question</p> <p>In your own words, explain the following properties</p> <ol style="list-style-type: none">1. Plasticity2. Durability3. Toughness4. Opaque5. Hardness6. Compressive strength7. Lightweight8. Tensile strength (tension)9. Chemical resistance10. Impervious to gases <p>(10 marks)</p> | 40 mins |
| <p>1. Fill in the glossary template that you have been provided by using the internet and textbook</p> | 90 mins |
| <p>1. Using your completed glossary.</p> <p>2. Create 10 multiple choice questions about 10 of your glossary terms onto the revision cards provided. Write the question on one side and the answer on the reverse. E.g. Front- Question: <i>A smart material that is easily formed when heated, and solidifies when cooled?</i> Rear - Answer: A <i>Reactive glass</i> B <i>LCD</i> C <i>Polymorph</i> D <i>Prototype</i></p> | 60 mins |

Easter Revision Tasks – Health and Social Care

Exam board: AQA

Papers/ Modules:

Paper 1 – Understanding Personal Development and Relationships

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p>Please refer to the booklet provided by Miss Fowler which will detail the activities that you need to do.</p> <p>However, if you wanted to do some practice exam papers, all past papers are available to download here. We would recommend that you use the mark schemes to help you as they will contain helpful material/ knowledge you need to include, especially for short answer questions. PLEASE NOTE: you are only doing Unit 1.</p> <p>http://www.aqa.org.uk/subjects/health-and-social-care/gcse/health-and-social-care-4820/past-papers-and-mark-schemes</p> | 2-3 hours |

Easter Revision Tasks – History

Exam board: AQA

Paper 1 – Understanding the Modern World

- Germany, 1890 – 1945: Democracy and Dictatorship
- Conflict and Tension: 1918-1939

Paper 2 – Shaping the Nation

- Britain: Health and the People c.1000 – the present day
- Medieval England: The Reign of Edward I, 1272 - 1307

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>SESSION ONE (2 hours) – Life in Nazi Germany</u></p> <p>i. You have five blank timelines in this booklet. You also have a set of information about five different groups in German society who were affected by the Nazis. TASK – For each group, choose the five facts you think are most worth memorising and plot these onto a timeline. Each group should have its own timeline with five key facts plotted onto it. TASK - Now do your best to memorise these – keep testing yourself!</p> <p>ii. Now use your memorised facts to have a go at answering the following exam question in around 10 – 12 minutes:</p> <p><i>In what ways were German women and children affected by Nazi social policies?</i></p> <p><i>Explain your answer.</i> [8 marks]</p> <p>**Remember your technique – don't just list examples, explain exactly how the policies affected these groups.</p> | 60 – 70mins |

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|---|---------|
| <p><u>SESSION TWO (1.5 hours) – Medieval England: The Reign of Edward I (1272-1307)</u></p> <p>i. Use the pages we've provided from the textbook to answer the 15 comprehension questions. (You can write your answers on the question sheet)</p> <p>ii. Now have a go at this exam question:</p> <p style="text-align: center;"><i>Explain what was important about medieval towns during the reign of Edward I.</i> [8 marks]</p> <p><u>Remember...</u></p> <p>2 x PERCIL (or PERIL)</p> <p>Point – Introduce the focus of your paragraph</p> <p>Evidence – Back up your point with specific factual details</p> <p>Relevant Context – Comment on the 'bigger picture' of the time</p> <p>Impact – Explain how things changed or developed</p> <p>Link to the question – IF you haven't already, link your explanation directly back to the question.</p> | 60 mins |
| <p><u>SESSION THREE (1.5 hours) – Health and the People: c.1000 – The Present Day</u></p> <p>i. Read carefully through the Renaissance Britain knowledge sheet and use two colours to highlight: Colour A: CHANGES in medicine/surgery/public health from medieval times Colour B: CONTINUITIES in medicine/surgery/public</p> <p>ii. Now use your notes, knowledge organiser and BBC Bitesize to complete your blank Medieval England knowledge sheet.</p> <p>iii. Now choose one of these questions and have a go at writing the answer in around 10 – 12 minutes:</p> <p>1) Compare surgery in medieval England with surgery at the time of John Hunter. In what ways were they similar? [8 marks]</p> <p>2) Compare medical treatments in medieval England with medical treatments during the renaissance. In what ways were they similar? [8 marks]</p> <p>3) Compare public health in medieval England with public health during the renaissance. In what ways were they similar? [8 marks]</p> | 60 mins |

Easter Revision Tasks - ICT

Exam board: Edexcel

Topic 3 – Operating online

- Complete the revision section (blank sections through booklet and Test It questions)
- Complete the past paper questions (back of booklets)

Topic 6 – Issues Raised by ICT Booklet

- Doodle presentations and quizzes

Topic 6 – Issues Raised by ICT Booklet

- Complete the revision section (blank sections through booklet and Test It questions)
- Complete the past paper questions (back of booklets)

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <u>SESSION ONE– Topic 3 operating online</u> <ul style="list-style-type: none">• Read through the booklet thoroughly. Fill in the blanks and answer the Test It questions as you go.• Highlight any terminology that you are unsure of (you can make revision cards for this terminology now or at a later date).• Complete the past paper questions that are in the back of the booklet – try to do this without looking through the booklet, but if you get stuck use the book as a resource.. don't just leave the answer blank.• Answers will be on Google Classroom after Easter. | 60 – 70 mins |
| <u>SESSION TWO– Topic 6 Issues Raised by ICT</u> <ul style="list-style-type: none">• Log in to Doodle. There are several presentations and corresponding quizzes assigned to you.• Read the presentations – take some notes / create revision cards of key terminology that you are still unsure of.• Complete all of the quizzes (after reading the presentations). | 60 – 70 mins |
| <u>SESSION THREE– Topic 6 Issues Raised by ICT</u> <ul style="list-style-type: none">• Read through the booklet thoroughly. Fill in the blanks and answer the Test It questions as you go.• Highlight any terminology that you are unsure of (you can make revision cards for this terminology now or at a later date).• Complete the past paper questions that are in the back of the booklet – try to do this without looking through the booklet, but if you get stuck use the book as a resource.. don't just leave the answer blank.• Answers will be on Google Classroom after Easter. | 60 – 70 mins |

Easter Revision Homework – Mathematics

Exam board: AQA

Paper 1 Non-calculator and Paper 2 & 3 Calculator papers

| Revision Tasks | Approximate time needed to complete |
|---|---|
| <u>SESSION ONE– Set 3 Paper 1</u> <p>Work through the paper, attempting as many questions as possible. There is no need to do them under exam conditions- take your time and get help on questions you are stuck on. Use Maths Watch or Corbett Maths (www.corbettmaths.com) videos when you need reminders.</p> <p>Then use the Paper 1 Analyser, which is in the Maths folder in Student Shared Documents, to mark and correct your work. The analyser has both the mark scheme and a model solution for each question.</p> <p>Copies of the papers are in the same place so you can still complete the work if you did not receive papers from your teacher for any reason.</p> <p>Make sure the paper is fully corrected <u>in green</u></p> | 2 hours but this need not be done all in one go |

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| <p><u>SESSIONS TWO & THREE- Set 3 Papers 2 & 3</u></p> <p>Do the same with papers 2 and 3. Do not feel you need to do a whole paper in one go but do keep returning to them until you have attempted all questions.</p> <p>Do not forget to mark and correct these papers- this is an essential part of this task.</p> | <p>2 hours each</p> |
| <p><u>IN SCHOOL</u></p> <p>Bring all three papers to your first maths lesson after the holiday. Your teachers will check that this homework has been completed and will be ready to answer any questions.</p> | |

Easter Revision Tasks – Music

Exam board: OCR J536

Listening paper:

AOS1

- Music theory: chords keys time signatures cadences modulations ornaments
- Harmony instruments Texture Structure Tempo Dynamics Articulation Tonality Rhythm Metre

AOS 2

- Concerto Through Time - Baroque Solo/
- Concerto Grosso
- Classical And Romantic Solo Concerto

AOS 3

- Rhythms of the world
- Samba Calypso Indian Classical African Drumming Bhangra Palestinian Israeli Greek Music

AOS 4

- Film music Computer game music

AOS 5

- Pop
- Rock and Roll Rock anthems Pop Ballad Solo Artists

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p><u>SESSION 1-2</u></p> <p>Using the A3 CTHEFIRM Grids</p> <p>Complete a comparison table for each of the following</p> <ol style="list-style-type: none"> 1. Rhythms of the world African Indian and Bhangra 2. Rhythms of the world South American Calypso and Samba | <p>60 mins each</p> |

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| SESSION 3 | 60 mins |
| Use the Knowledge Organisers on Harmony Melody Structure Texture Rhythm to create revision cards on key features of Baroque Classical and Romantic Music. | |

Easter Revision Tasks – Physics Triple

Exam board: AQA Physics 8463

Both papers

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>Session 1 – Required practical 1 – Specific heat capacity</u></p> <ol style="list-style-type: none"> 1. Read through the powerpoint and knowledge organiser which you have received for this practical. Make any revision cards that you need from these resources. 2. Answer the questions on the sheet provided and bring them into school after the holiday. 3. | 1 hour |
| <p><u>Section 2 – Required practical 6 – Force and Extension</u></p> <ol style="list-style-type: none"> 1. Read through the powerpoint and knowledge organiser which you have received for this practical. Make any revision cards that you need from these resources. 2. Answer the questions on the sheet provided and bring them into school after the holiday. | 1 hour |
| <p><u>Section 3 – Required practical 8 - Waves</u></p> <ol style="list-style-type: none"> 1. Read through the powerpoint and knowledge organiser which you have received for this practical. Make any revision cards that you need from these resources. 2. Answer the questions on the sheet provided and bring them into school after the holiday. | 1 hour |

Easter Revision Tasks – Physics (Combined Science Trilogy)

Exam board: AQA combined Science Trilogy 8464

Both papers

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>Session 1 – Required practical 17 – Density</u></p> <ol style="list-style-type: none"> 1. Read through the powerpoint and knowledge organiser which you have received for this practical. Make any revision cards that you need from these resources. 2. Answer the questions on the sheet provided and bring them into school after the holiday. | 1 hour |

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| <p><u>Session 2 – Required practical 18 –Force and extension</u></p> <ol style="list-style-type: none"> 1. Read through the powerpoint and knowledge organiser which you have received for this practical. Make any revision cards that you need from these resources. 2. Answer the questions on the sheet provided and bring them into school after the holiday. | 1 hour |

Easter Revision Tasks - Religion, Philosophy and Ethics

Exam board: AQA

Paper 1 – Beliefs and Practices (Christianity plus second religion)

Paper 2 – Themes in RPE (these will be revised in class)

| Revision Tasks | Approximate time needed to complete |
|---|-------------------------------------|
| <p><u>SESSION ONE – Key Vocabulary for Beliefs and Practices</u></p> <p>A. Use the cue cards or mind maps you made in class to revise your key vocabulary for both the Beliefs & Practices module (learn both Christianity & your chosen religion’s key words). Ask someone to test you on the meanings.</p> <p>If for any reason you do not have these, make mind maps & cue cards of those words & definitions (they are all in your textbooks, in little red boxes, within the Beliefs & Practices Chapters).</p> | 30-40 mins |
| <p><u>SESSION TWO – Revision of Christianity Beliefs</u></p> <p>B. You need to be able to explain the key beliefs that Christians have on each of the following areas. Using both the PowerPoint we’ve provided plus your copy of the purple textbook create either mind maps or revision cards on:</p> <ol style="list-style-type: none"> a. The nature of God; b. God as omnipotent, loving & just; c. The Oneness of God & the Trinity; d. Christian beliefs about creation; e. The incarnation & Jesus, the Son of God; f. The Crucifixion; g. The Resurrection & Ascension; h. Resurrection & life after death; i. The afterlife & judgment; j. Heaven & hell; k. Sin & salvation; l. The role of Christ in salvation. <p>Try to make sure you include specific beliefs Christians have about the ideas. You must try to include reference to quote / scripture or story in order to explain why Christians hold these views. You could do a separate card / section on your mind map on how it influences them in their lives.</p> | 60-80 mins |
| <p><u>SESSION THREE – Practice Short Answer Questions on Christianity Beliefs</u></p> <p>C. Using all of your revision materials so far, spend some time writing answers for the following shorter style exam questions</p> | Part 2s – 20 minutes max |

| | |
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| <p>Part 2 Questions – 2 marks</p> <ol style="list-style-type: none"> 1. Explain two reasons why Jesus had to die. 2. Name two characteristics of God. 3. Name two persons of the Trinity. 4. Name two types of salvation. 5. State two things that Christians believe about judgement. 6. State two things that Christians believe about the incarnation. 7. Explain two Christian beliefs about heaven. 8. Explain two Christian beliefs about hell. 9. Give two Christian teachings about creation. <p>Part 3 Questions – 4 marks</p> <ol style="list-style-type: none"> 1. Explain two ways in which belief in the resurrection of Jesus influences Christians today. 2. Explain two ways in which learning about the crucifixion might influence Christians today. 3. Explain two ways in which believing that god is all-loving might influence Christians today. 4. Explain two ways in which believing in Judgement Day might influence Christians today. <p>D. When you finish, highlight where you have used evidence and in another colour where you have used subject vocabulary in your Part 3 Questions.</p> | <p>Part 3s – 40 -50 minutes</p> |
|--|---------------------------------|

Easter Revision Tasks – Resistant Materials

Exam board: Edexcel

Papers: 5RM01

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>Chapter 1 – Materials and Components</u> Read pages 12 – 25 Answer the following question In your own words, explain the following properties</p> <ol style="list-style-type: none"> 41 Plasticity 42 Durability 43 Toughness 44 Malleability 45 Hardness 46 Compressive strength 47 Ductility 48 Tensile strength (tension) 49 Elasticity 50 Shear strength <p style="text-align: right;">(10 marks)</p> | 60 mins |
| <p>Fill in the glossary template that you have been provided by using the internet and textbook</p> | 90 ins |

| | |
|---|---------------|
| <p>Using your completed glossary. Create 10 multiple choice questions about 10 of your glossary terms onto the revision cards provided. Write the question on one side and the answer on the reverse. Eg Front- Question: <i>A smart material that is easily formed when heated, and solidifies when cooled?</i></p> <p>Rear - Answer: A Reactive glass B LCD C Polymorph D Prototype</p> | <p>60mins</p> |
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Easter Revision Tasks – Sociology

Exam board: OCR

Paper 1 – Sociology Basics (Research Methods, Socialisation, Culture and Identity)

Paper 2 – Applied Sociology (Youth, Education and Crime and Deviance)

Paper 3 – Pre-Release Materials focusing on Education (we will continue with this in class)

| Revision Tasks for Paper 1 | Approximate time needed to complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|------------------------|--|---------------------|-------------------------|---------------------|----------------------|---------------------------------|--------------------|-----------|-----------------------------|------------|-----------------------------------|------------------------|--------------------|-----------------------------|-----------------------|-------------------|---------------------|-----------------|-----------------------|-------------------|---------------------|-----------------------|---------------------------|------------|---------------------|----------------------|-------------|-------------------|----------------|--------------------|-----------------|--------------------------|----------|----------------|----------------------------|---------------------|------------------------|-------------------------------|----------------------------|------------------|-----------------|----------------------------|--------------------|-------------------------|------------------------------|-----------------|----------------------|---------------------|--------------|--|---------------|----------------|--|--|------------------|---|
| <p><u>SESSION ONE – Key Vocabulary for Research Methods</u></p> <p>1. Using the glossary provided ensure you have cue cards / notes on to revise your key vocabulary for the research methods (a reminder of the key terms below). Revise these key terms for 10 minutes every other day by asking someone to test you.</p> <div data-bbox="189 1167 852 1662" style="border: 2px solid blue; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">B671 Section A Key Concept Revision Cards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;">Research Methods and Types of Data</th> </tr> </thead> <tbody> <tr><td>1. Qualitative data</td><td>17. Social desirability</td><td>34. Cross sectional</td></tr> <tr><td>2. Quantitative data</td><td>18. Non-participant observation</td><td>35. Representative</td></tr> <tr><td>3. Trends</td><td>19. Participant observation</td><td>36. Sample</td></tr> <tr><td>4. Self-completion questionnaires</td><td>20. Covert observation</td><td>37. Sampling frame</td></tr> <tr><td>5. Interview questionnaires</td><td>21. Overt observation</td><td>38. Random sample</td></tr> <tr><td>6. Closed questions</td><td>22. objectivity</td><td>39. Stratified sample</td></tr> <tr><td>7. Open questions</td><td>23. Observer effect</td><td>40. Systematic sample</td></tr> <tr><td>8. Standardised questions</td><td>24. Ethics</td><td>41. Snowball sample</td></tr> <tr><td>9. Low response rate</td><td>25. Consent</td><td>42. Triangulation</td></tr> <tr><td>10. Statistics</td><td>26. Operationalise</td><td>43. Pilot study</td></tr> <tr><td>11. Structured interview</td><td>27. Bias</td><td>44. Case study</td></tr> <tr><td>12. Unstructured interview</td><td>28. Research device</td><td>45. Longitudinal study</td></tr> <tr><td>13. Semi-structured interview</td><td>29. Practical issues: cost</td><td>46. Primary data</td></tr> <tr><td>14. Focus group</td><td>30. Practical issues: time</td><td>47. Secondary data</td></tr> <tr><td>15. Research population</td><td>31. Practical issues: access</td><td>48. Reliability</td></tr> <tr><td>16. Interviewer bias</td><td>32. Generalisations</td><td>49. Validity</td></tr> <tr><td></td><td>33. Feminists</td><td>50. Distortion</td></tr> <tr><td></td><td></td><td>51. Exaggeration</td></tr> </tbody> </table> </div> | Research Methods and Types of Data | | | 1. Qualitative data | 17. Social desirability | 34. Cross sectional | 2. Quantitative data | 18. Non-participant observation | 35. Representative | 3. Trends | 19. Participant observation | 36. Sample | 4. Self-completion questionnaires | 20. Covert observation | 37. Sampling frame | 5. Interview questionnaires | 21. Overt observation | 38. Random sample | 6. Closed questions | 22. objectivity | 39. Stratified sample | 7. Open questions | 23. Observer effect | 40. Systematic sample | 8. Standardised questions | 24. Ethics | 41. Snowball sample | 9. Low response rate | 25. Consent | 42. Triangulation | 10. Statistics | 26. Operationalise | 43. Pilot study | 11. Structured interview | 27. Bias | 44. Case study | 12. Unstructured interview | 28. Research device | 45. Longitudinal study | 13. Semi-structured interview | 29. Practical issues: cost | 46. Primary data | 14. Focus group | 30. Practical issues: time | 47. Secondary data | 15. Research population | 31. Practical issues: access | 48. Reliability | 16. Interviewer bias | 32. Generalisations | 49. Validity | | 33. Feminists | 50. Distortion | | | 51. Exaggeration | <p>Checking activity – up to 30 minutes if you need to add more in.</p> |
| Research Methods and Types of Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Qualitative data | 17. Social desirability | 34. Cross sectional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Quantitative data | 18. Non-participant observation | 35. Representative | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Trends | 19. Participant observation | 36. Sample | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Self-completion questionnaires | 20. Covert observation | 37. Sampling frame | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Interview questionnaires | 21. Overt observation | 38. Random sample | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Closed questions | 22. objectivity | 39. Stratified sample | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Open questions | 23. Observer effect | 40. Systematic sample | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Standardised questions | 24. Ethics | 41. Snowball sample | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Low response rate | 25. Consent | 42. Triangulation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Statistics | 26. Operationalise | 43. Pilot study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Structured interview | 27. Bias | 44. Case study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Unstructured interview | 28. Research device | 45. Longitudinal study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. Semi-structured interview | 29. Practical issues: cost | 46. Primary data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. Focus group | 30. Practical issues: time | 47. Secondary data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. Research population | 31. Practical issues: access | 48. Reliability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16. Interviewer bias | 32. Generalisations | 49. Validity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 33. Feminists | 50. Distortion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 51. Exaggeration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>SESSION TWO – Revision of strengths and weaknesses of research methods</u></p> <p>2. You will have been given a set of revision information lists which detail strengths/weaknesses or advantages/disadvantages of the different research methods below. Turn these into revision cards or mind maps.</p> <ul style="list-style-type: none"> b. Questionnaires c. Semi structured interviews d. Unstructured interviews e. Structured interviews f. Covert observation g. Overt observation | <p>60 mins</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>h. Focus group</p> <p>i. Use of official national statistics</p> | |
| <p><u>SESSION THREE – Writing good quality short answers</u></p> <p>3. You have been given some models of how to write good quality short answer questions. Read these answers, try the look, cover, check technique to see if you can remember them using the exact words.</p> <p>4. Using these answers as a guide complete at least 1x other set of practice questions on your blank question papers. Use your notes and other revision materials to help you. If you can, try to do it in timed conditions – no more than 15 minutes!</p> | 15-45 minutes |
| <p>Revision Tasks for Paper 2: Youth</p> | |
| <p><u>SESSION FOUR – Revision of concepts linked to youth topic</u></p> <p>A. Create revision cards (again, using the glossary) for the following concepts. Write a definition and give at least one specific example:</p> <ul style="list-style-type: none"> ✓ Adolescence ✓ Childhood ✓ Transition ✓ Rite of passage ✓ Agents of social control ✓ Conformity ✓ Formal agents of control ✓ Informal agents of social control ✓ Peer group ✓ Youth subculture ✓ Growth of affluence ✓ Bedroom subculture ✓ Gang | 30 minutes |
| <p><u>SESSION FIVE – Creating revision materials for youth</u></p> <p>B. Using the knowledge booklet you have been provided on Youth create mind maps or revision cards on at least 2 topics you feel less confident on.</p> | 60 minutes |

Easter Revision Tasks – Spanish

Exam board: Edexcel

The Speaking exam: Monday, 23rd April, Tuesday, 24th April 2018

- Role-play
- Picture task
- Conversation

| | |
|---|--|
| <p>Revision Tasks</p> | <p>Approximate time needed to complete</p> |
| <p><u>Role-play:</u> Drill <u>all the statements</u> from your big A3 spreadsheet several times to practise all aspects of this exercise. <u>Practise both tiers</u> in order to get maximum practice.</p> | <p>2 hours</p> |

| | |
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| Write a list (if you haven't already) of question words in your speaking books. Learn these off by heart | |
| <p>Picture discussion:</p> <p>Learn by heart or revise the sentence starters for a better picture description ('chatty mat colour print out stuck in speaking books)</p> <p>Revise the vocabulary of nature.</p> <p>Practise the picture tasks on line at: https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2016/specification-and-sample-assessments/GCSE-Spanish-SAMs.pdf</p> | 2 hours |
| <p>Conversation:</p> <p>Go over the conversation preparation questions and you answers (in your speaking books) – is there any more detail you can add?</p> <p>Familiarise yourself with the conversation questions again.</p> <p>Finalise your 'chosen' topic and make sure you have written your 1-minute speech – learn it off by heart.</p> <p>Revise your answer notes and improve them by adding more sophisticated vocabulary from your text books.</p> <p>Learn your answers by heart and practise them several times.</p> | 2 hours |

Easter Revision Tasks – Sport Science

Exam board: OCR

Paper 1 – Physical factors affecting performance

- Applied anatomy and physiology
- Physical Training

Paper 2 – Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

| Revision Tasks | Approximate time needed to complete |
|--|-------------------------------------|
| <p><u>SESSION ONE– Mental Preparation</u></p> <ul style="list-style-type: none"> • Go to YouTube and search “Tiger Woods Mental Focus” TASK – On a piece of A4 paper create spider diagram on the four types of mental preparation (imagery, mental rehearsal, positive thinking and selective attention). Watch the video and brainstorm ways that Tiger Woods uses mental preparation techniques to improve his performance in golf. • Now use your notes to have a go at answering the following exam question. • <i>*Using practical examples, explain the benefits of using mental preparation techniques in a warm up before a sports competition. In what ways does a warm up physically benefit the sports performer? (6 marks)</i> | 40 mins |

| | |
|---|---------|
| <p><u>SESSION TWO– Movement Analysis & Types of Movement</u></p> <ul style="list-style-type: none"> • Use the Internet to find 7 pictures of sporting actions e.g. a football player kicking a ball or a dancer performing a pirouette. Using different coloured pens, annotate the pictures with the following movements; <ul style="list-style-type: none"> ○ Types of movement at joints (e.g. flexion, extension) ○ Planes of movement ○ Axes of movement • Create revision cards on the three lever systems, one side draw a diagram of the lever, on the reverse write a sporting example. | 60 mins |
| <p><u>SESSION THREE–</u></p> <ul style="list-style-type: none"> • Using your text book and notes, draw a flow chart on the pathway of blood through the heart • Now create another flow chart on the pathway of air through the respiratory system • Exam Practise - Create two one mark exam questions and mark schemes on the structure of the heart. Here is an example question to help you. <i>The heart is divided into the left and right ventricles, which prevents the mixing of oxygenated and deoxygenated blood.</i> <i>Name the part of the heart that allows this to happen.</i> | 40 mins |

English Literature

Homework

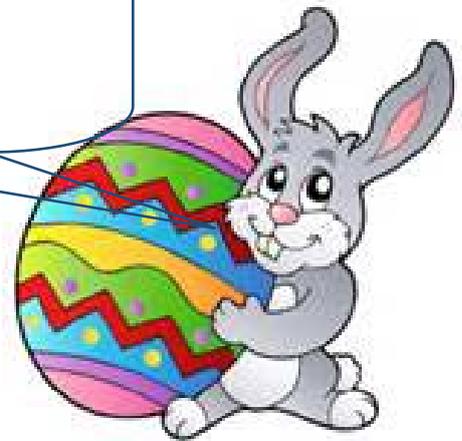
Year 11

It must be fun because it has a rabbit on it!

Eat lots of chocolate.

Do lots of revision!

Happy Easter! 😊



As ever, if you need any help email me: vhathaway@cherwell.oxon.sch.uk, Ms Caldwell: lcaldwell@cherwell.oxon.sch.uk or your English teacher.

You need to complete all of the questions in this booklet over the holidays. Your exams are fast approaching and it really now is that cliché of practice makes perfect!

You also have lots of other examples in your literature revision packs, so if you want to do more, you can.

Guidance for Effective English Revision

Make revision cards:

These need to be clear and focused on one small element. Students should:

1. Put one question or key word on the front.
2. Put the answer on the back (lots with not much on each card is better than cards with lots of writing on).
3. Use a picture / doodle / visual reminder to help them remember it if that helps.
4. Break down the key knowledge. This can be technical terms, quotations, theme, context etc. from one of the novels, poems or they play they need to know. Knowledge Organisers will help with this.

Learn quotations:

These exams are closed book and students will need to know a wide range of quotations that can be used to help them answer the questions.

1. Use the quotation booklets to select some of the best quotations.
2. Learn the quotation – the best way to do this is to say them aloud to one another.
3. Learn the **analysis** that accompanies the quotations. What words will you analyse? What can you say about them? Why are they significant in showing the writer's ideas? Students are given Top 5 quotations for each text.

Practice questions:

Students will be given a range of practice questions to complete from their class teachers. Students can re-write essays and improve. They will also be given additional essay questions. Students should write these in **timed conditions** to allow themselves the opportunity to have as much practice as possible.

Use the 10 Mark Challenge Website:

The 10 Mark Challenge website www.tinyurl.com/10markchallenge provides students with a question by question breakdown of both the Fiction and Non-Fiction papers. Students should:

1. Watch the instruction video for their chosen question.
2. Watch the model response analysis being talked through.
3. Attempt their own response to the question using the guidance from the videos.
4. Check it through using example on video and repeat with a different source/article.

Again, students will be provided with a range of questions to help them do this.

Use your revision planner:

Map out on your revision planner where you are going to revise for English and **how** you will do this. For example, Tuesday, Read Knowledge Organiser for Frankenstein and learn Top 5 quotations.

Additional support:

We will be running a **Heading Straight for 8 session every Thursday after school**. This will start after the February half-term (precise details to follow) and will really help you if you are looking to achieve the top grades this summer. →If you don't know, ask! Your teachers can always point you in the right direction or give you some guidance on what you could be doing to revise for English.

Literature paper 1 – Frankenstein

Read the following extract from chapter 20 and answer the question that follows.

At this point in the novel Frankenstein has been working on creating the female companion for his monster as agreed in their discussion on the mountain top.

One evening, when my labor was already considerably advanced, I considered the effects of what I was now doing. Three years before, I was engaged in the same manner and had created a fiend whose unparalleled barbarity had desolated my heart forever. I was now about to form another being of whose dispositions I was alike ignorant; she might become ten thousand times more malignant than her mate and delight, for its own sake, in murder and wretchedness.

He had sworn to hide himself in deserts, but she had not; she might refuse to comply with a pact made before her creation. They might even hate each other; she also might turn with disgust from him; or they might propagate a race of devils upon the earth who might threaten the very existence of mankind. I shuddered to think that future ages might curse me, who in selfishness valued his own peace above the existence of the whole human race. I trembled and my heart failed within me, when, on looking up, I saw by the light of the moon the demon at the window. A ghastly grin wrinkled his lips as he gazed on me. He had indeed followed me in my travels, and he now came to mark my progress and claim the fulfilment of my promise.

As I looked on him, I thought with a sensation of madness on my promise of creating another like to him, and trembling with passion, tore to pieces the thing on which I was engaged. The wretch saw me destroy the creature, and with a howl of devilish despair and revenge, withdrew. I soon heard the sound of footsteps along the passage; the door opened, and the wretch whom I dreaded appeared. He approached me and said in a trembling voice, "You have destroyed the work which you began. I left Switzerland with you and have endured many months of fatigue, and cold, and hunger; do you dare to break your promise?"

"Begone! I do break my promise; never will I create another like yourself, equal in deformity and wickedness."

Starting with this extract how does Shelley present ideas about regret?

Write about:

How Shelley presents regret in this extract

How Shelley presents regret in the novel as a whole

30 marks

45 minutes

Literature paper 1 – Macbeth

Read the extract from Act 5 scene 3 of the play and answer the question that follows

EITHER

Macbeth

Read the following question from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play Macbeth is under siege from the English army.

MACBETH

Bring me no more reports; let them fly all:
Till Birnam wood remove to Dunsinane,
I cannot taint with fear. What's the boy Malcolm?
Was he not born of woman? The spirits that know
5 All mortal consequences have pronounced me thus:
'Fear not, Macbeth; no man that's born of woman
Shall e'er have power upon thee.' Then fly,
false thanes,
And mingle with the English epicures:
10 The mind I sway by and the heart I bear
Shall never sag with doubt nor shake with fear.
Enter a Servant
The devil damn thee black, thou cream-faced loon!
Where got'st thou that goose look?

0 1

Starting with this speech, explain how far you think Shakespeare presents Macbeth as a hero.

Write about:

- how Shakespeare presents Macbeth in this speech
- how Shakespeare presents Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

45 minutes

Literature paper 2 – Lord of the Flies

EITHER

At the start of Lord of the Flies, Piggy asks Ralph: 'Aren't there any grown-ups at all?' How does Golding present ideas about being a 'grown-up' in Lord of the Flies?

Write about:

- what some of the ideas about being a 'grown-up' are
- how Golding presents these ideas by the ways he writes.

[30 marks]

AO4 [4 marks]

45 minutes

OR

Do you think that Roger is an important character in Lord of the Flies?

Write about:

- what Roger is like as a character
- How Golding uses Roger to present ideas about society and people.

[30 marks]

AO4 [4 marks]

45 minutes

Literature paper 2 – Conflict poetry

Compare the ways poets present ideas about suffering in Remains and one other poem from 'Power and Conflict'

On another occasion, we get 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, 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.

Literature paper 2 – Unseen poetry (30 then 10)

Section C: Unseen poetry

Answer **both** questions in this section.

Children's Song

We live in our own world,
A world that is too small
For you to stoop and enter
Even on hands and knees,
5 The adult subterfuge*.
And though you probe and pry
With analytic eye,
And eavesdrop all our talk
With an amused look,
10 You cannot find the centre
Where we dance, where we play,
Where life is still asleep
Under the closed flower,
Under the smooth shell
15 Of eggs in the cupped nest
That mock the faded blue
Of your remoter heaven.

RS Thomas

*subterfuge – deception

2 7 . 1

In 'Children's Song' how does the poet present the ways children see their own secret world?

[24 marks]

Lullaby

Sleep little baby, clean as a nut,
Your fingers uncurl and your eyes are shut.
Your life was ours, which is with you.
Go on your journey. We go too.
5 The bat is flying round the house
Like an umbrella turned into a mouse.
The moon is astonished and so are the sheep.
Their bells have come to send you to sleep.
10 Oh be our rest, our hopeful start.
Turn your head to my beating heart.
Sleep little baby, clean as a nut,
Your fingers uncurl and your eyes are shut.

John Fuller

2 7 . 2

In both 'Lullaby' and 'Children's Song' the speakers describe attitudes towards childhood.

What are the similarities and/or differences between the ways the poets present these attitudes?

[8 marks]