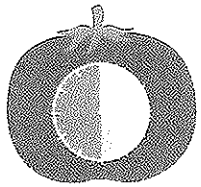
YEAR 11

October Half-Term Revision Pack

Pomodoro Technique



25 min working
5 min resting

Contents:

- English p.4
- Maths Foundation p.14
- Maths Higher p. 61
- Citizenship p.98
- Classical Civilisation p.115
- Drama p.121
- Spanish p. 127
- French p.132
- Religious Studies p. 136
- Computer Science p.146
- Geography p.155
- History p.169
- Latin p.177
- Science – please see separate resource according to specification and tier
- Students will have received resources directly from their teacher for the following subjects: Media Studies, Art, Food, Photography P.E and Music

Guidance

The work is structured in 25 minute chunks for you to work through.

Subject blocks:

- **Core**: English, Maths and Science
- **Option MFL:** French, Spanish, Latin or additional Maths/Science
- **Option Humanities:** Geography, History, Classical Civilization or additional Maths/Science
- **Option Creative:** Art, Drama, Music, Computer Science, P.E, Citizenship, Media Studies, Business, Food, Photography

- You should complete **3 hours of revision per day** which translates into 6 blocks of 25 minutes.
- Each day you should complete 2 blocks per subject identified.
- Please remember this is a *minimum* expectation

Please use the following to guide you for each day.

Week 1					
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday / Sunday**
• English • Maths • Option MFL	• Science • Maths • Option Creative	• English • Science • Option Humanities	• Maths • Science • Option MFL	• English • Maths • Option Creative	• English • Maths • Science • Option MFL • Option Humanities • Option Creative
Week 2					
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday / Sunday**
• English • Maths • Option MFL	• Science • Maths • Option Creative	• English • Science • Option Humanities	• Maths • Science • Option MFL	• English • Maths • Option Creative	• English • Maths • Science • Option MFL • Option Humanities • Option Creative

Home signature sign-off

We know how important completing revision is. We are going to be asking your parents to sign that you have completed the set revision each day.

Dear parent/carer,

Please refer to the guidance on the previous page and add your signature to confirm that your child has completed the revision tasks for this day.

Thank you for your support and encouragement as we move towards the GCSE examinations.

Yours faithfully,

Pimlico Academy

Week 1	Home signature	Week 2	Home signature
Monday	.....	Monday	.....
Tuesday	.....	Tuesday	.....
Wednesday	.....	Wednesday	.....
Thursday	.....	Thursday	.....
Friday	.....	Friday	.....
Saturday/Sunday	.....	Saturday/Sunday	.....

English Literature October Holidays – Speed Planning of multiple essay questions

The below questions do not include extracts however instead they provide lots of different question ideas that may come up in an exam to quick plan for to build confidence. As in any essay, aim to write minimum three extended paragraphs in addition to your thesis that covers generally the beginning, middle and end of the tragedy. Using the simple grids below speed plan the areas you would include for each exam question – the more detail the better! Make notes of key quotes, references, methods and context to include.

How does Shakespeare present....

...Macbeth's ambition

Beginning	Middle	End

...Lady Macbeth as a dangerous woman

Beginning	Middle	End

...the power of guilt

Beginning	Middle	End

...the influence of the supernatural

Beginning	Middle	End

How does Dickens present.... (go to next section if you study J&H)

...the power of family

Beginning	Middle	End

...the experience of children

Beginning	Middle	End

...his social message

Beginning	Middle	End

...Scrooge's redemption

Beginning	Middle	End

How does Stevenson... (do not complete if you do study A Christmas Carol)
... presents the theme of duality in *Jekyll and Hyde*.

Beginning	Middle	End

Explore how Stevenson portrays the conflict between good and evil in the novel.

Beginning	Middle	End

Explore how Stevenson uses setting to create a sense of mystery and tension in *Jekyll and Hyde*.

Beginning	Middle	End

Explore how Stevenson presents the character of Dr. Jekyll and his transformation throughout the novel.

Beginning	Middle	End

English Language October Holidays – Full Language Paper 1 Section A Practice

The opening of a short story called 'A Vendetta'.

The widow of Paolo Saverini lived alone with her son in a poor little house on the outskirts of Bonifacio. The town, built on an outjutting part of the mountain, in places even overhanging the sea, looks across the straits, full of sandbanks, towards the southernmost coast of Sardinia. Beneath it, the little Italian and Sardinian fishing boats come by between precipitous cliffs as far as the first houses, and every two weeks the old, wheezy steamer which makes the trip to Ajaccio.

On the white mountain the houses, massed together, makes an even whiter spot. They look like the nests of wild birds, clinging to this peak, overlooking this terrible passage, where vessels rarely venture. The wind, which blows uninterruptedly, has swept bare the forbidding coast; it drives through the narrow straits and lays waste both sides. The pale streaks of foam, clinging to the black rocks, whose countless peaks rise up out of the water, look like bits of rag floating and drifting on the surface of the sea.

The house of widow Saverini, clinging to the very edge of the precipice, looks out, through its three windows, over this wild and desolate picture.

She lived there alone, with her son Antonia and their dog "Semillante," a big, thin beast, with a long rough coat, of the sheep-dog breed. The young man took her with him when out hunting.

One night, after some kind of a quarrel, Antoine Saverini was treacherously stabbed by Nicolas Ravolati, who escaped the same evening to Sardinia.

When the old mother received the body of her child, she did not cry, but she stayed there for a long time motionless, watching him. Then, stretching her wrinkled hand over the body, she promised him a vendetta. She shut herself up beside the body with the dog, which howled continuously, standing at the foot of the bed, her head stretched towards her master and her tail between her legs. She did not move any more than did the mother, who, now leaning over the body with a blank stare, was weeping silently and watching it.

The young man, lying on his back, dressed in his jacket of coarse cloth, torn at the chest, seemed to be asleep. But he had blood all over him; on his shirt, which had been torn off in order to administer the first aid; on his vest, on his trousers, on his face, on his hands. Clots of blood had hardened in his beard and in his hair.

His old mother began to talk to him. At the sound of this voice the dog quieted down.

"Never fear, my boy, my little baby, you shall be avenged. Sleep, sleep; you shall be avenged. Do you hear? It's your mother's promise! And she always keeps her word, your mother does, you know she does."

Slowly she leaned over him, pressing her cold lips to his dead ones.

Then Semillante began to howl again with a long, monotonous, penetrating, horrible howl.

The two of them, the woman and the dog, remained there until morning.

Antoine Saverini was buried the next day and soon his name ceased to be mentioned in Bonifacio.

He had neither brothers nor cousins. No man was there to carry on the vendetta.

His mother, the old woman, alone pondered over it.

Q2 **How does the writer use language to describe the setting? (8 marks)**

On the white mountain the houses, massed together, makes an even whiter spot. They look like the nests of wild birds, clinging to this peak, overlooking this terrible passage, where vessels rarely venture. The wind, which blows uninterruptedly, has swept bare the forbidding coast; it drives through the narrow straits and lays waste both sides. The pale streaks of foam, clinging to the black rocks, whose countless peaks rise up out of the water, look like bits of rag floating and drifting on the surface of the sea

Q3 **How does the writer structure the text to interest you as a reader? (8 marks)**

Q4 - "A mother is presented as both upset and angry at the death, and the writer creates sympathy for her".

To what extent do you agree? (20 marks)

Read the following extract from Act 4 Scene 2 and then answer the question that follows. At this point in the play, Lady Macduff is explaining to Ross her devotion to her child and the absence of her husband Macduff in battle.

LADY MACDUFF

Wisdom! to leave his wife, to leave his babes,
His mansion and his titles in a place
From whence himself does fly? He loves us not;
He wants the natural touch: for the poor wren,
The most diminutive of birds, will fight,
Her young ones in her nest, against the owl.
All is the fear and nothing is the love;
As little is the wisdom, where the flight
So runs against all reason.

ROSS

My dearest coz,
I pray you, school yourself: but for your husband,
He is noble, wise, judicious, and best knows
The fits o' the season. I dare not speak
much further;
But cruel are the times, when we are traitors
And do not know ourselves, when we hold rumour
From what we fear, yet know not what we fear.
But float upon a wild and violent sea
Each way and move. I take my leave of you:
Shall not be long but I'll be here again:
Things at the worst will cease, or else climb upward
To what they were before. My pretty cousin,
Blessing upon you!

LADY MACDUFF

Father'd he is, and yet he's fatherless.

ROSS

I am so much a fool, should I stay longer,
It would be my disgrace and your discomfort:
I take my leave at once.

Exit

English Literature Half Term 2 Week 1 – Create an essay plan for the following question.

Starting with this extract, explore how does Shakespeare present female characters in Macbeth?

Write about:

- How Shakespeare presents female characters in this extract
- How Shakespeare presents female characters in the play as a whole.

Initial Ideas – Make a note of initial thoughts from the question and extract

Thesis Statement	How will you answer the question? What parts of the text will you explore? (Remember to show coverage generally of beginning, middle and end) What is Shakespeare's message about female characters?
Paragraph One – The Extract	Topic sentence outlining your point:
	Key Quotes and references to be explored: Methods: Writer's Purpose and Message:
Paragraph One – The Extract	Topic sentence outlining your point:
	Key Quotes and references to be explored:

	Methods: Writer's Purpose and Message:
Paragraph One – The Extract	Topic sentence outlining your point:
	Key Quotes and references to be explored: Methods: Writer's Purpose and Message:
Conclusion	Final point about the question and Shakespeare's message:

edexcel

For this homework, complete it in 5 sessions. Mark the paper using the mark scheme at the end of each session.

Time: 1 hour 30 minutes

You should have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator.

FOUNDATION TIER

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – there may be more space than you need.

- **Calculators may be used.**
- Diagrams are NOT accurately drawn, unless otherwise indicated.
- You must **show all your working out.**

Information

- The total mark for this paper is 80
- The marks for **each** question are shown in brackets
  – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

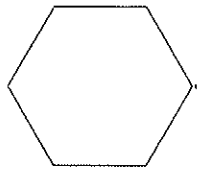
ALWAYS LEARNING PEARSON

Answer ALL questions.

Write your answers in the spaces provided.

You must write down all the stages in your working.

1.



(*a*) Write down the mathematical name of this polygon.

.....

(1)

(*b*) How many sides has an octagon?

.....

(1)

(Total 2 marks)

2. Samantha has to go to a meeting.

The meeting should start at 2 p.m.

Samantha gets to the meeting at 1 45 p.m.

(*a*) How long does Samantha have to wait until 2 p.m?

.....

(2)

The 2 p.m. meeting starts 10 minutes late.

The meeting lasts 55 minutes.

(*b*) Work out the time the meeting finishes.

.....

(2)

Samantha then has to go to a 4 p.m. meeting.

It will take Samantha 75 minutes to get to this meeting.

(*c*) Can Samantha get to this meeting by 4 p.m?

You must show how you get your answer.

(2)

(Total 6 marks)

3. Angie is organising a party for 84 adults and 42 children.

At 8pm all the adults and all the children will sit down at tables for a meal.

6 people will sit at each table.

(*a*) Work out the number of seats and the number of tables Angie will need.

..... seats

..... tables

(3)

Each adult meal will cost £4.50.

Each child meal will cost £2.50.

Angie has £500 to pay for the meals.

(*b*) Does Angie have enough money to pay for the meals for 84 adults and 42 children?

You must show all your working.

.....

(3)

(Total 6 marks)

4. Ben thinks of a number.

He adds 7 to his number.

His answer is 18

(a) What number did Ben first think of?

.....

(1)

Josie thinks of a number.

She divides her number by 6

She then adds 13

Her answer is 16

(b) What number did Josie first think of?

.....

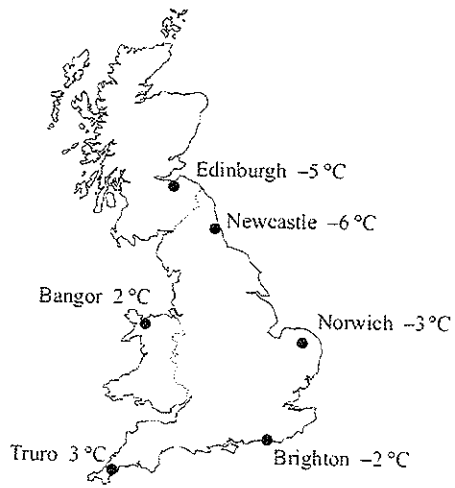
(2)

(Total 3 marks)

END OF SESSION ONE

5. Here is a map of Great Britain.

The map shows the temperatures in some cities at midnight on 20th January.



(*a*) Which city had the lowest temperature at midnight?

.....

(1)

In Brighton, the temperature rose by 5°C between midnight on 20th January and midday on 21st January.

(*b*) What was the temperature in Brighton at midday on 21st January?

.....°C

(1)

At midnight on 20th January, the temperature in Nottingham was halfway between the temperature in Truro and the temperature in Edinburgh.

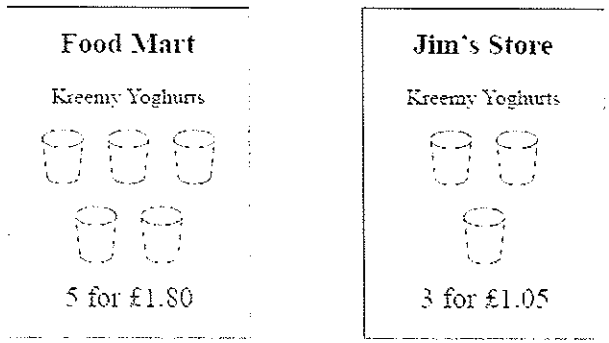
(c) Which city had the lowest temperature in Nottingham?

.....°C

(2)

(Total 4 marks)

6. Two shops, Food Mart and Jim's Store, both sell Kreemy Yoghurts.



At which shop are Kreemy Yoghurts the better value for money?

You must show all your working.

.....

(Total 3 marks)

7. Here is a solid prism made from centimetre cubes.

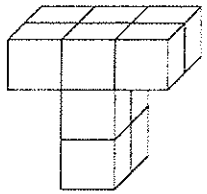


Diagram NOT accurately drawn

1 cm³

Find the volume of the prism.

..... cm³

(Total 1 mark)

8. A family went on holiday to Miami.

They travelled from London by plane.

The distance from London to Miami is 7120 km.

The plane journey took 8 hours.

Calculate the average speed of the plane.

.....km/h

(Total 2 marks)

9. (*a*) Solve $x + 4 = 17$

$x =$ .....

(1)

(*b*) Simplify $4e + 6f + 3e - 2f$

.....

(2)

(*c*) Factorise $6w + 15$

.....

(1)

(*d*) Expand and simplify $(x + 4)(x + 7)$

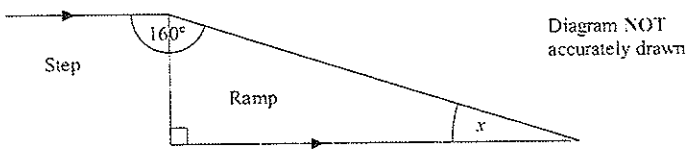
.....

(2)

(Total 6 marks)

END OF SESSION TWO

10. The diagram shows a ramp next to a step.



(i) Work out the size of the angle marked x.

$x =$ .....°

(ii) Give a reason for your answer.

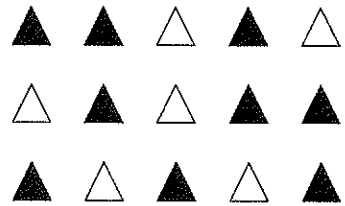
.....

.....

.....

..... **(Total 3 marks)**

11. Here are some triangles.



(a) What fraction of these triangles are shaded?

Give your fraction in its simplest form.

.....

(2)

Tony takes some of these triangles.

He takes shaded triangles and unshaded triangles in the ratio 2 : 1

(b) Work out the greatest number of unshaded triangles he could take.

.....

(2)

(Total 4 marks)

12. (*a*) Simplify $(p^3)^2$

.....

(1)

(*b*) Simplify $\frac{t^8}{t^3}$

.....

(1)

$2^3 \times 2^n = 2^9$

(*c*) Work out the value of n.

.....

(1)

$2x^3 = 128$

(*d*) Work out the value of x.

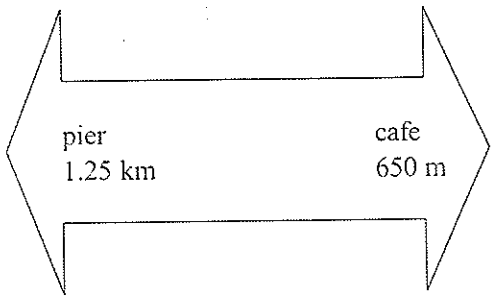
.....

(1)

(Total 4 marks)

13. John is walking along a path.

He sees this sign.

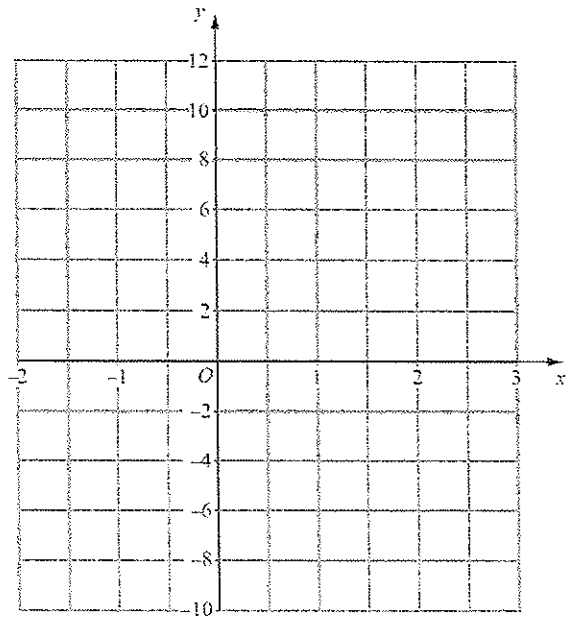


How far is it from the pier to the cafe along the path?

.....

(Total 3 marks)

14. On the grid, draw the graph of $y = 4x - 2$

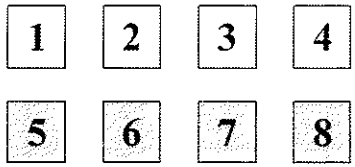


(Total 3 marks)

END OF SESSION THREE

15. Mark has 4 white cards and 4 grey cards.

There is a number on each card, as shown below.



Mark mixes up the white cards.

He puts the cards on the table so that the numbers are hidden.

Mark mixes up the grey cards.

He puts the cards on the table so that the numbers are hidden.

Mark and Jean play a game with all of these cards.

Mark asks Jean to take at random one white card and one grey card.

(a) Write down all the possible combinations of the pairs of numbers that Jean can take.

.....

.....

.....

.....

(2)

Jean wins the game when the numbers on the two cards add up to more than 9

Mark and Jean are going to play this game 80 times.

Mark will mix up the white cards and mix up the grey cards after each game.

(b) Estimate the number of games that Jean will win.

.....

(3)

(Total 5 marks)

---

16. (a) Simplify $(c^2k^5)^4$

.....

(1)

(b) Expand and simplify $(3x + 5)(4x - 1)$

.....

(2)

(c) Solve $x^2 - 3x - 10 = 0$

$x =$ .....

(3)

(Total 6 marks)

---

17. The length, L m, of a plane is measured as 37 m correct to the nearest metre.

Complete the statement below to show the range of possible values of L.

..... $\leq L <$ .....

(Total 2 marks)

END OF SESSION FOUR

18. A baker makes jam rolls.

The baker uses flour, butter and jam in the ratio 8 : 4 : 5 to make jam rolls.

The table shows the cost per kilogram of some of these ingredients.

Cost per kilogram	
Flour	40p
Butter	£2.50
Jam	£1.00

The total weight of the flour, butter and jam for each jam roll is 425 g.

Work out the cost of these ingredients for 200 jam rolls.

£.....

(Total 6 marks)

19.

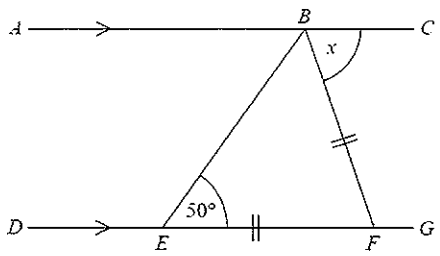


Diagram **NOT** accurately drawn

ABC is a straight line.

DEFG is a straight line.

AC is parallel to *DG*.

EF = *BF*.

Angle *BEF* = 50°.

Work out the size of the angle marked *x*.

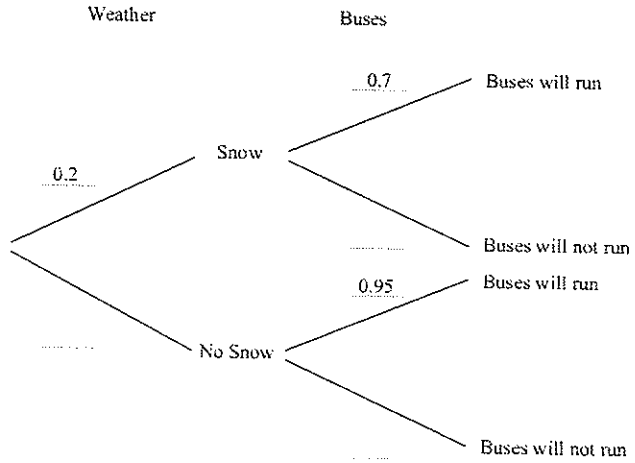
Give reasons for your answer.

..... °

(Total for Question 7 is 4 marks)

20. The decision tree diagram gives information about the probability of snow for the first 50 days in winter and the probability of whether buses will run or not run.

(a) Complete the decision tree diagram.



(2)

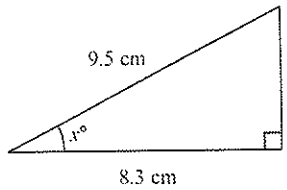
(b) Work out the probability that it will snow and the buses will not run.

.....

(2)

(Total 4 marks)

21.



Work out the value of x.

Give your answer correct to 1 decimal place.

$x =$ .....

(Total 3 marks)

edexcel

For this homework, complete it in 5 sessions. Mark the paper using the mark scheme at the end of each session.

Time: 1 hour 30 minutes

You should have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.

FOUNDATION TIER

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – there may be more space than you need.
- **Calculators may not be used.**
- Diagrams are NOT accurately drawn, unless otherwise indicated.
- You must **show all your working out.**
-

Information

- The total mark for this paper is 80
- Questions are in order of mean difficulty as found by students achieving Grade 4.
- The marks for **each** question are shown in brackets
  – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Answer ALL THIRTY TWO questions.

Write your answers in the spaces provided.

You must write down all the stages in your working.

1 Write these numbers in order of size.

Start with the smallest number.

171 490 84 105 233

.....

(Total for Question 1 is 1 mark)

2 Write 0.08 as a percentage.

.....%

(Total for Question 2 is 1 mark)

3 Solve $n + 6 = 5$

$n =$ .....

(Total for Question 3 is 1 mark)

4 Solve $7x = 42$

$x =$ .....

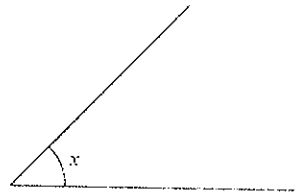
(Total for Question 4 is 1 mark)

5 Write $\frac{31}{9}$ as a mixed number.

.....

(Total for Question 5 is 1 mark)

6 What type of angle is the angle marked x?



.....

(Total for Question 6 is 1 mark)

7 Linford is going to take part in an athletics competition.

He can choose one event from List **A** and one event from List **B**

List A	List B
Discus (*D*)	Long Jump (*L*)
Hammer (*H*)	Pole Vault (*P*)
Javelin (*J*)	Relay (*R*)
Shot Put (*S*)	

Write down all the possible combinations Linford can choose.

.....

.....

.....

(Total for Question 7 is 2 marks)

8 Here is a list of numbers.

2 8 14 15 16 18 20

From this list, write down

(*a*) the odd number

.....

(1)

(*b*) the multiple of 6

.....

(1)

(*c*) the square number

.....

(1)

(*d*) the prime number

.....

(1)

(*e*) two numbers with a sum of 26

.....

(1)

(Total for Question 8 is 5 marks)

---

9 Simplify $8c + 5d - 2c - 3d$

.....

(Total for Question 9 is 2 marks)

END OF SESSION ONE

10 The two-way table shows some information about the desserts chosen at lunch yesterday by the 80 students from Year 5 and Year 6.

Each student chose one dessert from apple pie or fruit or ice cream.

	apple pie	fruit	ice cream	Total
Year 5	22	6		
Year 6			2	44
Total	56			80

(*a*) Complete the two-way table.

(3)

(*b*) What fraction of these 80 students were in Year 5 **and** chose apple pie?

Give your answer in its simplest form.

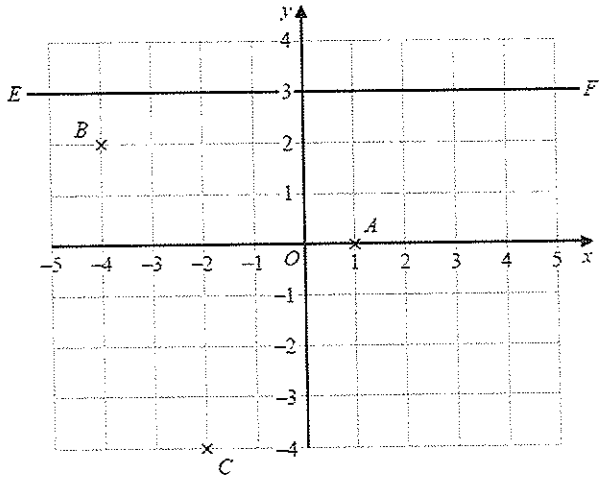
.....

(2)

(Total for Question 10 is 5 marks)

---

11 The diagram shows three points, A, B and C, and a line EF on a grid.



(*a*) Write down the coordinates of the point A

(..... , ...)

(1)

The coordinates of the point D are $(3, -2)$

(*b*) On the grid, mark with a cross (×) the position of D

Label the cross D

(1)

(*c*) Find the coordinates of the midpoint of BC

(..... , ...)

(2)

(*d*) Write down the equation of the line EF

.....

(1)

(Total for Question 11 is 5 marks)

12 Write down the mathematical name for an 8-sided polygon.

.....

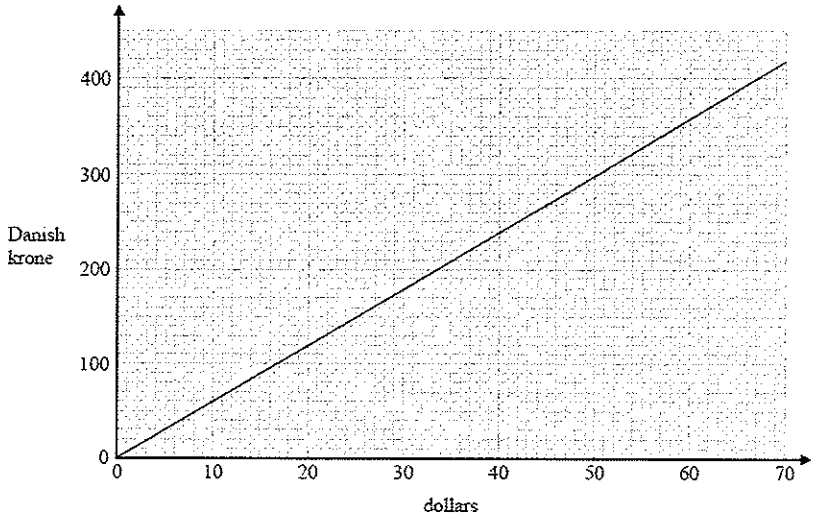
(Total for Question 12 is 1 mark)

13 Change 3.6 metres into centimetres.

..... cm

(Total for Question 13 is 1 mark)

14 The graph below can be used to change between dollars and Danish krone.



(*a*) Change 40 dollars to Danish krone.

..... Danish krone

(1)

(*b*) Change 350 Danish krone to dollars.

..... dollars

(1)

Robert needs 950 Danish krone to pay for a hotel stay.

He has 170 dollars.

(*c*) Show that Robert has enough money to pay for his hotel stay.

(2)

(Total for Question 14 is 4 marks)

END OF SESSION TWO

15 (*a*) Simplify $w^{12} \div w^3$

.....

(1)

(*b*) Simplify $5m^4p^2 \times 2m^3p$

.....

(2)

(Total for Question 15 is 3 marks)

---

16 (*a*) Expand $x(10 - x)$

.....

(1)

(*b*) Factorise $6y + 27$

.....

(1)

(Total for Question 16 is 2 marks)

---

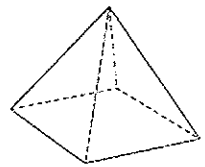
17 Find the number that is exactly halfway between $\frac{7}{25}$ and 0.88

.....

(Total for Question 17 is 2 marks)

---

18 Here is a 3-D shape.



Marie makes a model of the shape.

She uses a length of wire to make each edge of the model.

Each edge of the model is 5 cm long.

Marie has 70 cm of wire.

What length of wire does she have left after making the model?

..... cm

(Total for Question 18 is 2 marks)

---

19 (*a*) Simplify $10y - y$

.....

(1)

(*b*) Simplify $3p \times 4p$

.....

(1)

(Total for Question 19 is 2 marks)

20 Write these decimals in order of size.

Start with the smallest decimal.

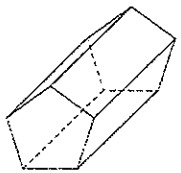
0.5 0.54 0.45 0.504 0.405

.....

(Total for Question 20 is 1 mark)

---

21 (*a*) Write down the mathematical name of this 3-D shape.



.....

(1)

(*b*) (i) How many faces does this shape have?

.....

(1)

(ii) How many vertices does this shape have?

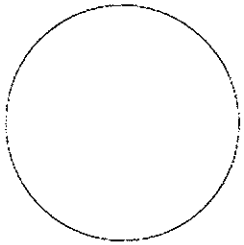
.....

(1)

(Total for Question 21 is 3 marks)

END OF SESSION THREE

22 On the diagram above, draw a chord of the circle.

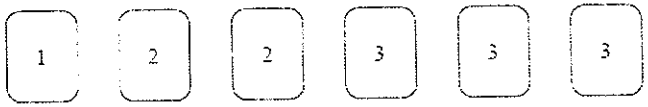


(Total for Question 22 is 1 mark)

---

23 Here are 6 counters.

Each counter has a number on it.



Finn takes at random one of these counters.

(i) Select with a tick (✓) the word that best describes the likelihood that Finn takes a counter with the number 2 on it.

impossible	unlikely	evens	likely	certain

(ii) Select with a tick (✓) the word that best describes the likelihood that Finn takes a counter with the number 3 on it.

impossible	unlikely	evens	likely	certain

(iii) Select with a tick (✓) the word that best describes the likelihood that Finn takes a counter with a number greater than 4 on it.

impossible	unlikely	evens	likely	certain

(Total for Question 23 is 3 marks)

---

24 Solve $7g + 3 = 2g - 5$

Show clear algebraic working.

$g =$ .....

(Total for Question 24 is 3 marks)

---

25 Show that $4\frac{2}{3} \div 1\frac{5}{6} = 2\frac{6}{11}$

(Total for Question 25 is 3 marks)

26 Here is a list of six numbers written in order of size.

x 5 y z 10 12

The numbers have

a range of 9

a median of 8

a mode of 10

Find the value of x, the value of y and the value of z

$x =$ .....

$y =$ .....

$z =$ .....

(Total for Question 26 is 3 marks)

27 30 children were asked whether they have a cat (C)or a dog (D)

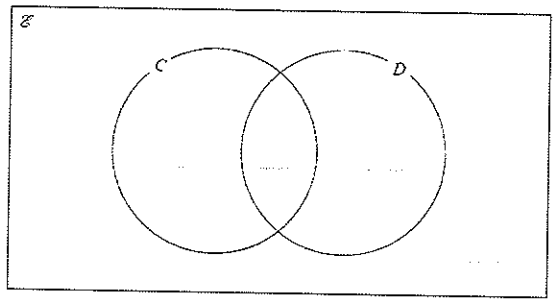
Of the 30 children

5 have both a cat and a dog

13 have a dog

11 have **only** a cat

(a) Complete the Venn diagram.



(3)

One of the children is picked at random.

(b) Find the probability that this child

(i) has a dog,

.....

(1)

(ii) does not have a dog and does not have a cat.

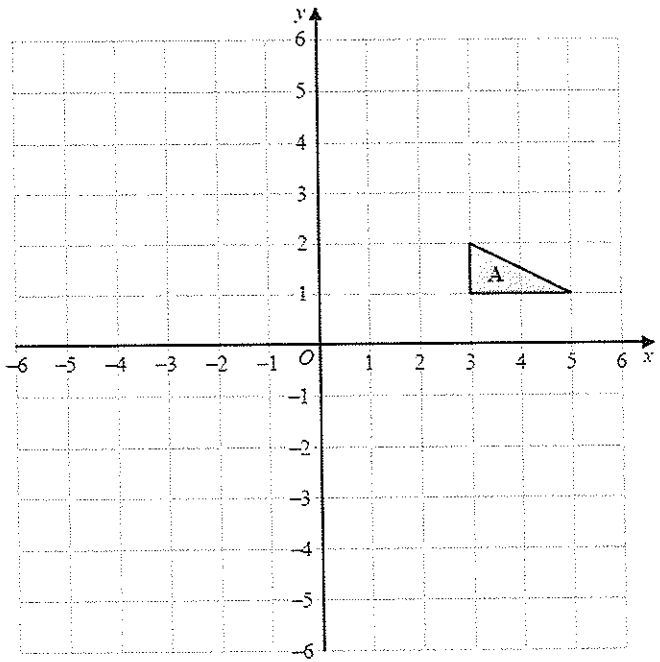
.....

(1)

(Total for Question 27 is 5 marks)

END OF SESSION FOUR

28



(*a*) On the grid, rotate triangle **A** 180° about (1, −1)

Label the new triangle **B**

(2)

(*b*) On the grid, translate triangle A by the vector $\begin{pmatrix} -7 \\ 3 \end{pmatrix}$

Label the new triangle **C**

(1)

(Total for Question 28 is 3 marks)

29 (*a*) Write 9.32×10^{-5} as an ordinary number.

.....

(1)

(*b*) Work out $3 \times 10^5 - 6 \times 10^4$

Give your answer in standard form.

.....

(2)

(*c*) Work out $(3 \times 10^{55}) \times (6 \times 10^{65})$

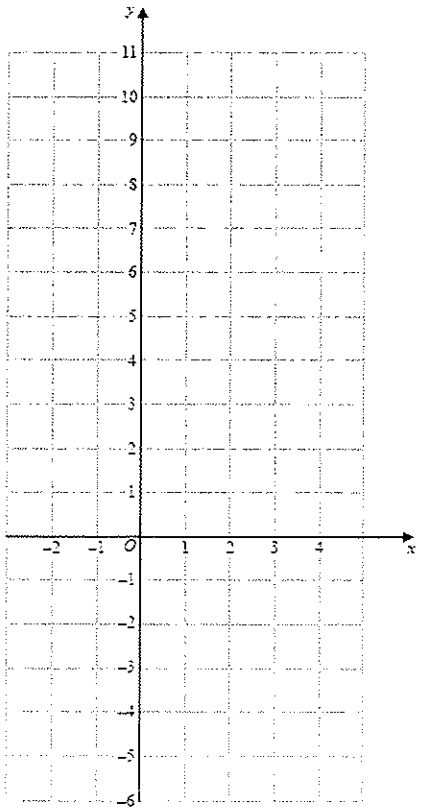
Give your answer in standard form.

.....

(2)

(Total for Question 29 is 5 marks

30 On the grid, draw the graph of $5x + 2y = 10$ for values of x from -2 to 4



(Total for Question 30 is 3 marks)

31 (*a*) Factorise $y^2 - 3y - 18$

.....

(2)

(*b*) Hence, solve $y^2 - 3y - 18 = 0$

.....

(1)

(Total for Question 31 is 3 marks)

32 Make m the subject of the formula $h = \frac{m}{2} + 4$

.....

(Total for Question 32 is 2 marks)

TOTAL FOR PAPER IS 80 MARKS

edexcel

For this homework, complete it in 5 sessions.
Mark the paper using the mark scheme at the end of each session.

Time: 1 hour 30 minutes

You should have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator.

HIGHER TIER

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – there may be more space than you need.

- **Calculators may be used.**
- Diagrams are NOT accurately drawn, unless otherwise indicated.
- You must **show all your working out.**

Information

- The total mark for this paper is 80
- The marks for **each** question are shown in brackets
  – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

ALWAYS LEARNING PEARSON

Answer ALL questions.

Write your answers in the spaces provided.

You must write down all the stages in your working.

1. Here is a list of ingredients needed to make 20 cookies.

Cookies

Ingredients to make **20** cookies.

250 g butter
120 g caster sugar
300 g flour

Sam is going to make some cookies.

She has these ingredients.

625 g butter 360 g caster sugar 1000 g flour

Work out the greatest number of cookies that Sam can make with her ingredients.

You must show your working.

.....

(Total 3 marks)

2. Celina and Zoe both sing in a band.

One evening the band plays for 80 minutes.

Celina sings for 65% of the 80 minutes.

Zoe sings for $\frac{5}{8}$ of the 80 minutes.

Celina sings for more minutes than Zoe sings.

Work out for how many more minutes.

You must show all your working.

.....minutes

(Total 4 marks)

3.

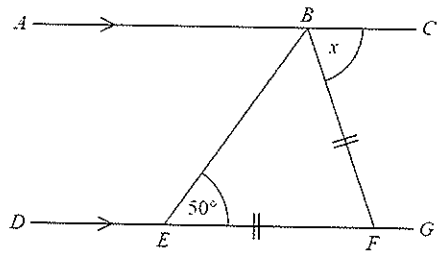


Diagram **NOT** accurately drawn

ABC is a straight line.

DEFG is a straight line.

AC is parallel to *DG*.

EF = *BF*.

Angle *BEF* = 50°.

Work out the size of the angle marked *x*.

Give reasons for your answer.

..... °

(Total 4 marks)

4. (a) Simplify $(c^2k^5)^4$

.....

(1)

(b) Expand and simplify $(3x + 5)(4x - 1)$

.....

(2)

(c) Solve $x^2 - 3x - 10 = 0$

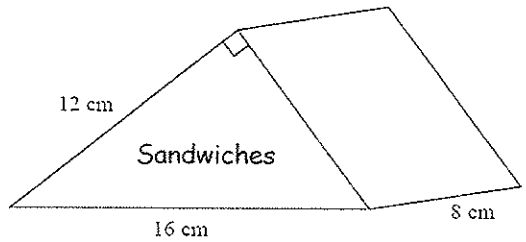
$x =$ .....

(3)

(Total 6 marks)

END OF SESSION ONE

5. Here is a sandwich packet.



The packet is in the shape of a triangular prism.

The triangular faces are right-angled triangles.

Find the volume of the sandwich packet.

..... cm^3

(Total 5 marks)

---

6. Make p the subject of the formula $y = 3p^2 - 4$.

.....

(Total 3 marks)

---

7. There are 10 boys and 20 girls in Mrs Brook's class.

Mrs Brook gave all the class a test.

The mean mark for all the class is 60.

The mean mark for the girls is 56.

Work out the mean mark for the boys.

.....

(Total 3 marks)

8. The diagram shows a ramp next to a step.

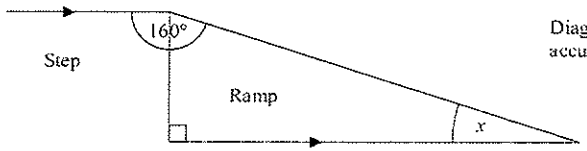


Diagram NOT accurately drawn

(i) Work out the size of the angle marked x

$x =$ .....°

(ii) Give a reason for your answer.

.....

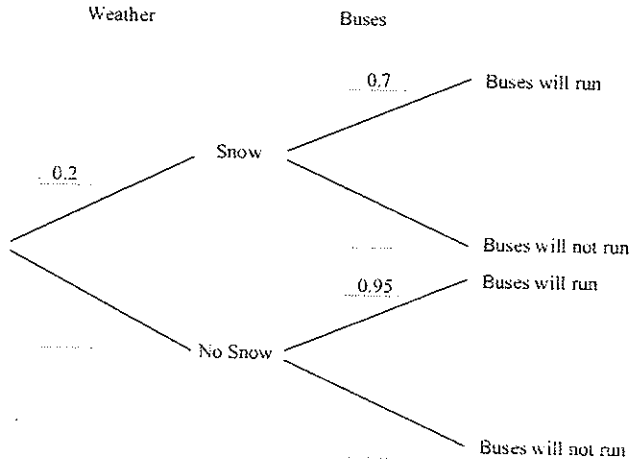
.....

.....

..... **(Total 3 marks)**

9. The decision tree diagram gives information about the probability of snow for the first 50 days in winter and the probability of whether buses will run or not run.

(a) Complete the decision tree diagram.



(2)

(b) Work out the probability that it will snow and the buses will not run.

.....

(2)

(Total 4 marks)

10. A baker makes jam rolls.

The baker uses flour, butter and jam in the ratio 8 : 4 : 5 to make jam rolls.

The table shows the cost per kilogram of some of these ingredients.

Cost per kilogram	
Flour	40p
Butter	£2.50
Jam	£1.00

The total weight of the flour, butter and jam for each jam roll is 425 g.

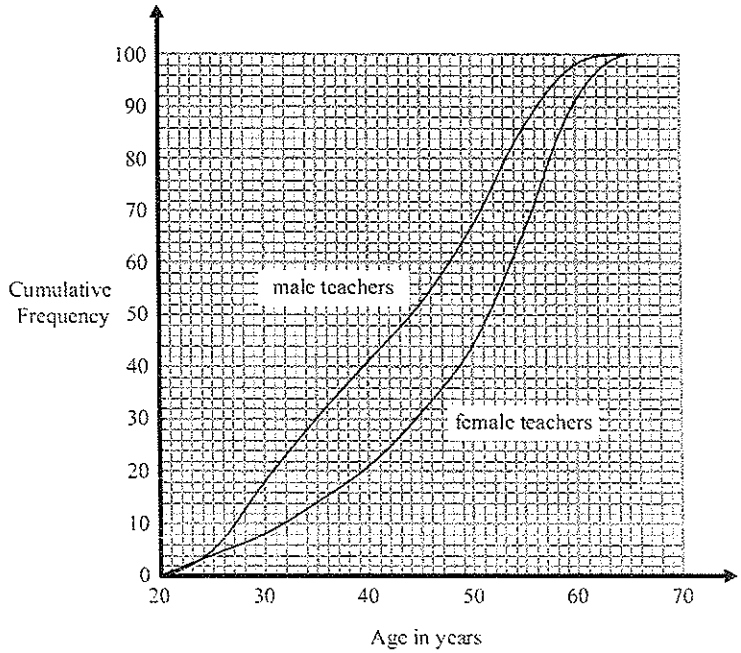
Work out the cost of these ingredients for 200 jam rolls.

£.....

(Total 6 marks)

11. A student did a survey of teachers' ages.

The cumulative frequency curves show information about the ages of the male teachers and the ages of the female teachers.



(a) Find an estimate for the number of the male teachers older than 50 years of age.

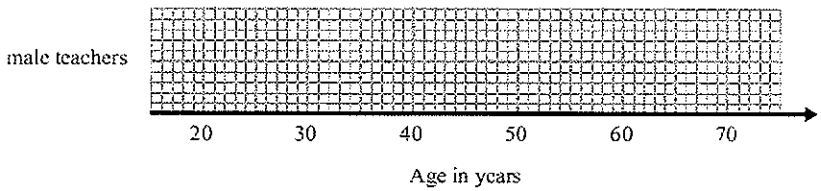
.....

(2)

The youngest male teacher was 21 years of age.

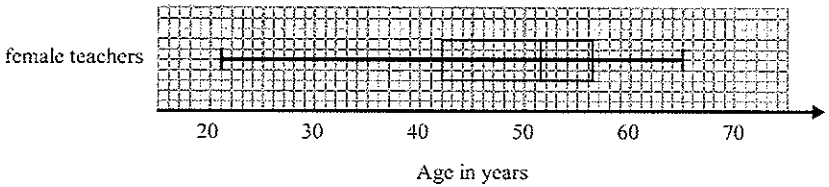
The oldest male teacher was 65 years of age.

(b) On the grid, draw a box plot to show the distribution of the ages of the male teachers.



(4)

The box plot below shows information about the ages of the female teachers.



(c) Make two comparisons between the distributions of the ages of male teachers and female teachers.

.....

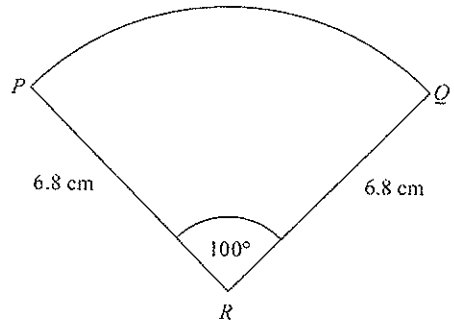
.....

.....

..... **(2)**

(Total 8 marks)

12. The diagram shows a sector of a circle of radius 6.8 cm.



PQ is an arc of the sector.

Angle $PRQ = 100°$.

Work out the perimeter of the sector.

Give your answer correct to 3 significant figures.

..... cm

(Total 3 marks)

13. f is the function $f(x) = 2x + 5$.

(*a*) Find f(3).

.....

(1)

(*b*) Express the inverse function f^{-1} in the form $f^{-1}(x) =$

$f^{-1}(x) =$ .....

(2)

g is the function $g(x) = x^2 - 25$.

(*c*) Find g(–3).

.....

(1)

(*d*) (i) Find gf(*x*).

Give your answer as simply as possible.

$gf(x) =$ .....

(ii) Solve $gf(x) = 0$.

.....

(5)

(Total 9 marks)

14. Dan does an experiment to find the value of π.

He measures the circumference and the diameter of a circle.

He measures the circumference, *C*, as 170 mm to the nearest millimetre.

He measures the diameter, *d*, as 54 mm to the nearest millimetre.

Dan uses $\pi = \frac{C}{d}$ to find the value of π.

Calculate the upper bound and the lower bound for Dan's value of π.

upper bound = ...

lower bound = ...

(Total 4 marks)

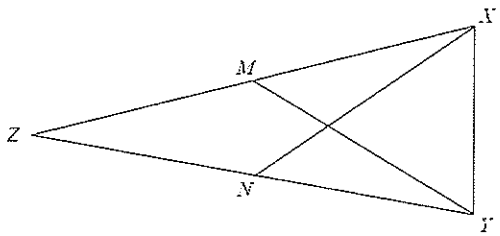
15. Simplify $\frac{x+1}{2} + \frac{x+3}{3}$

.....

(Total 3 marks)

---

16. The diagram shows an isosceles triangle XYZ.



$XZ = YZ$

M is the midpoint of XZ.

N is the midpoint of YZ.

Prove that triangle XMY is congruent to triangle YNX.

Give reasons for each stage of your working.

(Total 4 marks)

---

17. $A : B : C = x + 1 : 3 : x - 1$

$A + B + C = 60$

$B = 30$

Work out the value of x.

.....

(Total 5 marks)

---

18. Prove that

$$(2n + 3)^2 - (2n - 3)^2 \text{ is a multiple of } 8$$

for all positive integer values of n.

(Total 3 marks)

END OF SESSION FIVE

For this homework, complete it in 5 sessions. Mark the paper using the mark scheme at the end of each session.

edexcel

Time: 1 hour 30 minutes

You should have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.

HIGHER TIER

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – there may be more space than you need.
- **Calculators may not be used.**
- Diagrams are NOT accurately drawn, unless otherwise indicated.
- You must **show all your working out.**
-

Information

- The total mark for this paper is 80
- Questions are in order of mean difficulty as found by students achieving Grade 7.
- The marks for **each** question are shown in brackets
  – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Answer ALL TWENTY TWO questions.

Write your answers in the spaces provided.

You must write down all the stages in your working.

1 Solve the simultaneous equations

$$x + 2y = 15$$

$$4x - 6y = 4$$

Show clear algebraic working.

$x =$ .....

$y =$ .....

(Total for Question 1 is 3 marks)

2 (*a*) Factorise $y^2 - 3y - 18$

.....

(2)

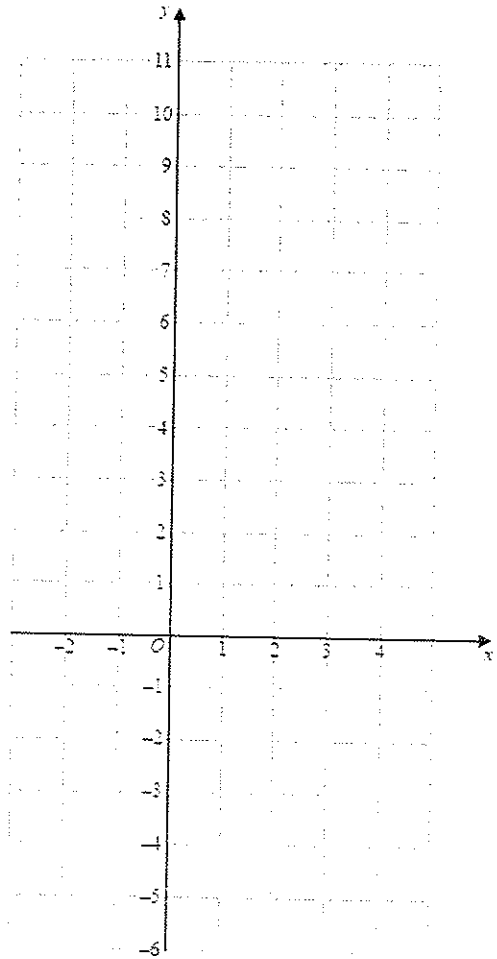
(*b*) Hence, solve $y^2 - 3y - 18 = 0$

.....

(1)

(Total for Question 2 is 3 marks)

3 On the grid, draw the graph of $5x + 2y = 10$ for values of x from -2 to 4



(Total for Question 3 is 3 marks)

4 (*a*) Simplify $\frac{2}{y^0}$

.....

(1)

(*b*) Simplify fully $\left(16a^4\right)^{\frac{3}{4}}$

.....

(2)

(Total for Question 4 is 3 marks)

5 Factorise fully $18c^3d^2 - 21c^2$

.....

(Total for Question 5 is 2 marks)

6 Here is a list of six numbers written in order of size.

x 5 y z 10 12

The numbers have

a range of 9

a median of 8

a mode of 10

Find the value of x, the value of y and the value of z

$x =$ .....

$y =$ .....

$z =$ .....

(Total for Question 6 is 3 marks)

END OF SESSION ONE

7 Expand and simplify $5x(3x + 4)(2x - 1)$

.....

(Total for Question 7 is 3 marks)

8 Solve $2^{-4x} = 32$

$x =$ .....

(Total for Question 8 is 2 marks)

9 (*a*) Write 9.32×10^{-5} as an ordinary number.

.....

(1)

(*b*) Work out $3 \times 10^5 - 6 \times 10^4$

Give your answer in standard form.

.....

(2)

(*c*) Work out $(3 \times 10^{55}) \times (6 \times 10^{65})$

Give your answer in standard form.

.....

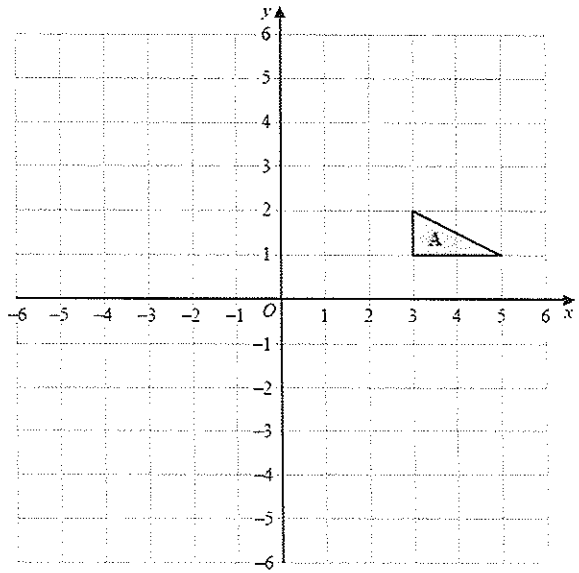
(2)

(Total for Question 9 is 5 marks)

10 Show that $4\frac{2}{3} \div 1\frac{5}{6} = 2\frac{5}{11}$

(Total for Question 10 is 3 marks)

11



(*a*) On the grid, rotate triangle **A** 180° about (1, −1)

Label the new triangle **B**

(2)

(*b*) On the grid, translate triangle **A** by the vector $\begin{pmatrix} -7 \\ 3 \end{pmatrix}$

Label the new triangle **C**

(1)

(Total for Question 11 is 3 marks)

END OF SESSION TWO

12 The function f is such that

$$f(x) = \frac{2}{3x-5} \quad \text{where } x \neq \frac{5}{3}$$

(*a*) Find $f\left(\frac{1}{3}\right)$

.....

(1)

(*b*) Find $f^{-1}(x)$

$f^{-1}(x) =$ .....

(2)

The function g is such that

$$g(x) = 5x^2 - 20x + 23$$

(*c*) Express $g(x)$ in the form $a(x - b)^2 + c$

.....

(3)

(Total for Question 12 is 6 marks)

13 Here are two vectors.

$$\overrightarrow{BA} = \begin{pmatrix} -5 \\ 4 \end{pmatrix} \qquad \overrightarrow{BC} = \begin{pmatrix} 9 \\ 1 \end{pmatrix}$$

Find $\overrightarrow{AC}$ as a column vector.

(Total for Question 13 is 2 marks)

14 $-8 < 2y \leq 2$

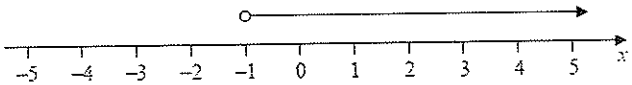
y is an integer.

(*a*) Find all the possible values of y

.....

(2)

(*b*) Write down the inequality shown on the number line.



.....

(1)

(Total for Question 14 is 3 marks)

15 Solve the simultaneous equations

$$2y^2 + x^2 = -6x + 42$$

$$2x + y = -3$$

Show clear algebraic working.

.....

(Total for Question 15 is 5 marks)

END OF SESSION THREE

16 Use algebra to show that $0.3\dot{8}\dot{1} = \frac{21}{55}$

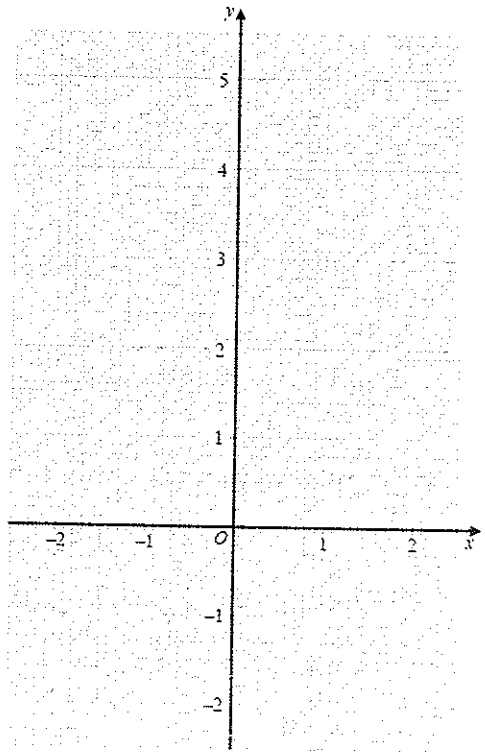
(Total for Question 16 is 2 marks)

7 (*a*) Complete the table of values for $y = x^3 - 3x + 2$

x	−2	−1	−0.5	0	1	1.5	2
y		4	3.4		0	0.9	

(2)

(*b*) On the grid, draw the graph of $y = x^3 - 3x + 2$ for values of x from −2 to 2



(2)

(*c*) By drawing a suitable straight line on the grid, use your graph to find an estimate for the solution of

$$2x^3 - 3x + 4 = 0$$

Give your answer correct to one decimal place.

.....

(3)

(Total for Question 17 is 7 marks)

18 Prove algebraically that, for any three consecutive even numbers,

the sum of the squares of the smallest even number and the largest even number is

8 more than twice the square of the middle even number.

(Total for Question 18 is 3 marks)

19 Solve $\sqrt{3}(x - 2\sqrt{3}) = x + 2\sqrt{3}$

Give your answer in the form $a + b\sqrt{3}$ where a and b are integers.

Show your working clearly.

= .....

(Total for Question 19 is 4 marks)

END OF SESSION FOUR

20 Write

$$\frac{4x^2 - 17x - 15}{2x - 1} \times \frac{2x^2 - 7x + 3}{x^2 - 25} \div (29 - 4x)$$

as a single fraction in its simplest form.

.....

(Total for Question 20 is 4 marks)

21 P is inversely proportional to y^2

When $y = 4$, $P = a$

(*a*) Find a formula for P in terms of y and a

.....

(3)

Given also that y is directly proportional to $\sqrt{x}$ and when $x = a$, $P = 4a$

(*b*) find a formula for P in terms of x and a

.....

(3)

(Total for Question 21 is 6 marks)

22 The diagram shows triangle OAB with OA extended to E

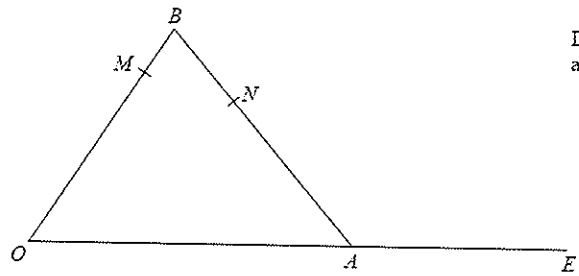


Diagram **NOT** accurately drawn

$\overrightarrow{OA} = \mathbf{a}$ $\overrightarrow{OB} = \mathbf{b}$

M is the point on OB such that $OM : MB = 4 : 1$

N is the point on AB such that $AN : NB = 3 : 2$

$OA : AE = 5 : 3$

(*a*) Find an expression for $\overrightarrow{ON}$ in terms of **a** and **b**

Give your answer in its simplest form.

$\overrightarrow{ON}$ = ...

(2)

(*b*) Use a vector method to show that *MNE* is a straight line.

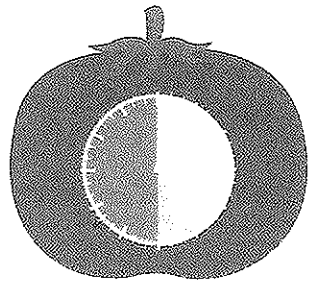
(3)

(Total for Question 22 is 5 marks)

TOTAL FOR PAPER IS 80 MARKS

END OF SESSION FIVE

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: Citizenship

Contents

Chunk	Activity	Completed
1	Key word self-quizzing	
2	Multiple choice questions	
3	Theme A-C activities	
4	6 mark practice	
5	15 mark practice (plan and write)	

Chunk 1 – 25 minutes

	Definition	Attempt 2	Attempt 3
Community cohesion	A sense of unity amongst multiple communities. E.g. in schools		
Devolution	Transfer of power from central government to regional government		
Proportional representation	A voting system where the % of votes=% of seats won in the House of Commons		
First past the post	Voting system where the individual or party who gets the most votes, wins.		
Chancellor	A government minister responsible for the economy		
Home Secretary	A government minister responsible for national security		
Common law	UK laws that have come from court decisions, rather than government		
Mediation	An alternative to court that allows two people or groups to talk through their problem		
Tribunal	A court that deals with legal disputes such as employment		
Civil law	Law that deals with disputes e.g. custody and divorce		
Restorative justice	Alternative to court that brings victim and offender together to hear both sides		
Cabinet	Group of government minsters, who lead on areas such as the economy and healthcare.		

Chunk 2 – 25 minutes

(a) Which **two** of the following functions are carried out by main local councils?

(2)

- ☐ **A** Providing library services
- ☐ **B** Providing accommodation for the armed forces
- ☐ **C** Providing border checks for those who enter the UK
- ☐ **D** Providing the local water supply
- ☐ **E** Providing collection services for refuse
- ☐ **F** Providing staff for NHS hospitals

(a) Restorative justice involves

(1)

☐ **A** a willingness to repair and replace stolen property and belongings

☐ **B** achieving law and order after rioting and civil disturbances

☐ **C** bringing victims and offenders together to understand each other's feelings

☐ **D** punishing criminals for crimes committed many years or decades ago

(a) Backbench MPs in the House of Commons are those who

(1)

☐ **A** have fewer constituents than the average MP

☐ **B** are from an opposition party

☐ **C** are not part of the Government

☐ **D** have not sworn allegiance to the Crown

(b) Which **one** of these best describes the UK cabinet?

(1)

☐ **A** It is the collected members of the Privy Council who advise the Monarch.

☐ **B** It is the senior figures in the main political parties.

☐ **C** It is the senior figures from Parliament including Black Rod and the Speaker.

☐ **D** It is a group of senior ministers chosen by the Prime Minister.

(c) The process of judicial review is

(1)

☐ **A** to check and fully investigate that no judge has ever broken the law

☐ **B** to check that all new laws have been scrutinised by the government and the opposition

☐ **C** to check that government and public bodies have not exceeded their authority

☐ **D** to check the prosecution's evidence against a defendant

Q8.

(a) Which **one** of these is an example of an indirect tax?

(1)

☐ **A** tax placed on purchases of goods and services such as VAT

☐ **B** tax based on income from being employed by a business

☐ **C** tax levied on earnings from those who are self-employed

☐ **D** tax on the profits made by companies

(b) Which **one** of these is allowed to vote in general elections?

(1)

☐ **A** the Monarch

☐ **B** members of the House of Lords

☐ **C** the Speaker of the House of Commons

☐ **D** people aged 16 or 17

(c) The UK's uncodified constitution has features where

(1)

☐ **A** all constitutional rules and laws that have been passed over time are written in one document.

☐ **B** the Monarch has the supreme constitutional law-making power

☐ **C** constitutional rules are partly written and derived from different sources

☐ **D** all constitutional changes must be approved in a referendum

Q9.

(a) Which **one** of the following accurately describes the role of the House of Lords?

(1)

☐ **A** Representing the Royal Family in Parliament

☐ **B** Acting to control what the government spends

☐ **C** Revising and checking legislation from the Commons

☐ **D** Ensures that no members belong to a political party

(b) Which **one** of the following is true concerning General Elections in the UK?

(1)

☐ **A** To stand in an election you must be a member of a political party

☐ **B** Over half the seats in the UK are never contested

☐ **C** Each voter has to declare who they voted for

☐ **D** Elections must be held at least once every five years

(c) Which **one** of the following roles is fulfilled by judges in the UK?

(1)

☐ **A** If required judges can consider whether a government has exceeded its authority

☐ **B** Judges ensure that all MPs swear an oath of allegiance to their local constituents

☐ **C** Judges annually produce new constitutional rules which governments have to abide by

☐ **D** Judges have the power to decide who gets allocated a position in the Cabinet

Q10.

(a) Which **one** of these accurately describes the power of the Scottish Parliament?

(1)

☐ **A** It can only pass laws approved by the Westminster Parliament in London.

☐ **B** It has fewer legal powers over the Highlands and Islands of Northern Scotland.

☐ **C** It can decline to have the Monarch as Head of State.

☐ **D** It has power and control over fishing and agriculture but not defence.

(b) Which **one** of these is an example of Parliamentary oversight and scrutiny?

(1)

☐ **A** The weekly session of Prime Minister's Question Time.

☐ **B** A new member of Parliament swearing an oath of allegiance.

☐ **C** The official opening of a session of Parliament by the Monarch.

☐ **D** Allowing members of the public to view proceedings in Parliament.

(c) Which **one** of these accurately describes the difference between a direct and an indirect tax?

(1)

☐ **A** A direct tax is imposed on the wealthy, but an indirect tax is imposed on everyone.

☐ **B** A direct tax is taken from income, but an indirect tax is taken from spending.

☐ **C** A direct tax is levied by central government, but an indirect tax is levied by local government.

☐ **D** A direct tax must be paid, but it is optional to pay an indirect tax.

Q11.

(a) Which one of these explains what may happen when no single party can form a government after a general election?

(1)

A A coalition government or a minority government may be formed.

B The Monarch will appoint the Lord Chancellor to become Prime Minister.

C Another general election must be held after six months.

D The Leader of the Opposition becomes the Prime Minister.

(b) Which one of these best explains the Royal Assent?

(1)

A It is when the Monarch signs a bill which becomes an Act of Parliament.

B It is a symbol which shows that royalty is above ordinary citizens.

C It is the principle that the monarch agrees not to enter the House of Commons.

D It promotes the principle that only a male child can inherit the throne.

(c) Which one of these explains the role of a whip in Parliament?

(1)

A To punish anyone who breaks parliamentary rules.

B To act as a sponsor when a new MP swears the Oath of Allegiance.

C To ensure that members of the same political party vote together.

D To advise the government on legal issues.

Q12.

(a) The principle of equality before the law means that

(1)

A an equal amount of court time has to be given to the defence and the prosecution

B the punishments given to convicted offenders have to equal the damage caused

C the law treats all citizens as equal and disregards age, wealth and education

D police officers have equal rights alongside all the accused persons in court

Q13.

(a) The presumption of innocence in a court means that

(1)

☐ A no members of a jury have ever committed a crime

☐ B all police evidence is correct and cannot be questioned in court

☐ C a defendant on trial is innocent until proven guilty

☐ D children under the age of 10 are innocent of all criminal charges

Q14.

(a) Tribunals are most likely to be used to resolve

(1)

☐ A an unpaid parking fine on private land

☐ B petty theft where the value of the goods stolen is less than £50

☐ C where a will is contested by relatives

☐ D where a person feels that they have been unfairly dismissed

(a) Which one of the following is a tax used to pay for the services of local government?

(1)

☐ A income tax

☐ B value added tax

☐ C inheritance tax

☐ D council tax

(b) Which one of these statements is true concerning the UN Universal Declaration on Human Rights?

(1)

☐ **A** It was agreed soon after the Second World War.

☐ **B** It does not cover Human Rights in non-democratic countries.

☐ **C** It was designed to cover the rights of children only.

☐ **D** It does not include unemployed people.

Q17.

(a) Which **two** of the following legal requirements apply to UK citizens?

(2)

☐ **A** A duty to pay taxes on any earned income

☐ **B** A duty to report your neighbour's activities to the police

☐ **C** A duty to support older people in the community

☐ **D** A duty to intervene to prevent a criminal action

☐ **E** A duty to help those less well off than yourself

☐ **F** A duty to care for and look after your children

Q18.

(a) Which **one** of the following best describes the term 'freedom of speech'?

(1)

☐ **A** freedom to join any political organisation or pressure group

☐ **B** freedom to seek information about another citizen

☐ **C** freedom to publish anything in a newspaper about another citizen

☐ **D** freedom to say anything about people or issues within the law

(b) Which **one** of the following statements is true concerning the Human Rights Act 1998?

(1)

☐ **A** It is no longer recognised by UK courts.

☐ **B** It only applies to EU citizens who have lived in the UK for three years.

☐ **C** It incorporated rights in the European Convention into UK law.

☐ **D** Children are exempt so it only applies to adults aged 18 and over.

Q19.

(a) Amil is a huge fan of his local premier league football club, he is also a practising Muslim and he offers his time on a voluntary basis to the local dog rescue centre.

Which **one** of the following best describes Amil?

(1)

☐ **A** Conflicting loyalties

☐ **B** Politically biased

☐ **C** Multiple identities

☐ **D** Ethnically prejudiced

(b) Which **one** of the following statements accurately describes 'tolerance'?

(1)

☐ **A** Encouraging people to resolve a problem by using violence

☐ **B** Forcefully opposing and criticising the ideas expressed and actions taken by others

☐ **C** Not allowing the views of others ever to be heard, published or debated

☐ **D** Allowing others' views and opinions to be voiced even if you disagree with them

(a) Asylum seekers are people who:

(1)

☐ **A** have to leave one country because of a natural disaster.

☐ **B** flee from one country and seek protection in another.

☐ **C** are from one country but seek work in another country.

☐ **D** visit another country but decide to stay there.

(b) Which one of these accurately describes the United Nations Convention on the Rights of the Child?

(1)

☐ **A** It removes the responsibility of parents to care for children under 18.

☐ **B** It takes away the legal rights of children if a family is extremely poor.

☐ **C** It provides housing for all members of a child's family.

☐ **D** It confirms the distinct rights of children under 18.

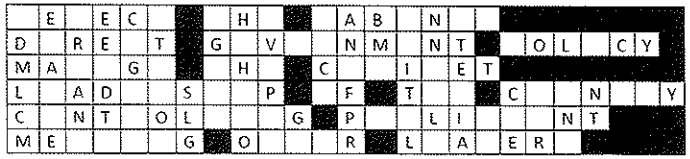
Chunk 3 – 25 minutes

12 Human rights in the U.K.:

Complete the table explaining the role of the Magna Carta:

When was it created?	
Who signed it?	
What were its key points? Which feature is still important in the rule of law today?	

Role of the Prime Minister.
Fill in the missing letters to identify the five key roles of the Prime Minister:



The government never has enough money try to think of 3 reasons to increase spending or to cut spending in each of these areas:

Spending:	Reasons to increase spending:	Reasons to cut spending:
Education	1 2 3	1 2 3
Health NHS	1 2 3	1 2 3
Defence	1 2 3	1 2 3

Political Systems:

Colour code or highlight the statements to indicate whether they are features of a democracy or a dictatorship:

Democracy:	Dictatorship:
○ Glorification of war and military power. ○ State controlled media ○ Human rights respected and protected by law. ○ Individual freedoms, for example movement and speech ○ One party, one leader and one agenda. ○ Lack of individual freedoms. ○ Multi party system, anyone can form a political party or stand as an independent candidate. ○ Majority rule, the system of government is based on the will of the people. ○ Glorification of their nation, strong sense of national pride. ○ Government can be scrutinised and held to account. ○ Representative elections, every individual is entitled to stand for election ○ Controls every aspect of human life, social, political and economic. ○ Belief in their racial superiority. ○ Freedom of the press. ○ Respect for the law. ○ Respect for minority groups, laws to protect their rights. ○ Usually maintained by force. ○ There is no difference between the state and the government. ○ Lack of human rights. ○ Government controlled elections. ○ Freedom to protest and form pressure groups.	

Link the correct key term or statement to the appropriate type of Law? Write the statements in the correct box:

Criminal Law	Civil Law

The judge can order the person liable to pay compensation to the victim.
The state prosecutes and individual who has broken the law.
This law deals with family, employment and consumer law.
Judge decides sentence including prison, fines and ASBOs.
This law exists to uphold the rights of individuals.
Liability is decided on the balance of probability.
Cases are heard in front of a judge and jury.
Case settles disputes between people/organisations in society.
Cases are heard in county or high courts.
Verdict is given as guilty or not guilty.
The case is started by the criminal prosecution service.
Guilt must be proven beyond all reasonable doubt.
This law exists to protect society and maintain order.
The case is started by a claimant.
Cases heard include rape, theft and murder.

Chunk 4 – 25 minutes

Source B: The Government of France

France elects its Head of State, the President, for a fixed term of five years; a sitting President can then, if re-elected, only serve an additional five years. The President chooses who will become Prime Minister from the French Parliament. This person – who may never previously have been even a minister – forms a government. The President as Head of State, the Prime Minister and the government work closely together – though a French President can, and does often, replace their Prime Minister mid-term. In France the President is elected using a second ballot system. This involves two possible rounds of voting on Sundays two weeks apart. The candidates are voted for by the public. If any candidate gets over 50% of the vote they are declared the winner. If that level is not achieved, a second round of voting takes place two weeks later with only the top two candidates from the preceding contest. This ensures a majority for one candidate of over 50%.

(d) Compare how the French select their Head of State and Prime Minister with the process in the UK.

(6)

How to answer a six mark question:

- 3xPEE paragraphs
- Use of evidence from the source

In this question, you must COMPARE. E.g. How does France select their head of state and prime minister and how do we do that in the UK?

Structure: *One way France selects their head of state differently to the process in the UK is... For example... Therefore, there is a difference because...*

Chunk 5 – 25 minutes

The Media should be free from restraints (15 marks). **Write a paragraph for either side.**

P: Why should the media be free?

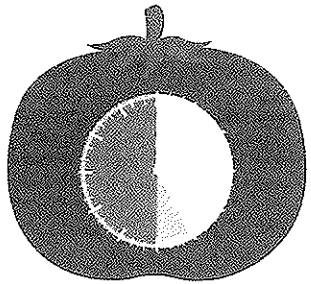
E: What evidence do you have to show whether or not the media should be free?

E: How does this evidence you have selected prove whether or not the media should be free?

L: How can you link back to the idea that the media should or should not be free? *Therefore,*

The media should be free from restraints	The media should not be free from restraints
The media should not be free from restraints because sometimes, the media abuses its power. How can you use the phone hacking scandal to support your point? **For example...** **Task: Produce another point and example**	The media should be free from restraints because sometimes, they expose information that benefits the public How can you use the example of the MPs expenses scandal to support your point? **For example...** **Task: Produce another point and example**

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: Classical Civilisation

Contents

Chunk	Activity	Completed
1	Mycenean World and Myth & Religion Exam Style Questions	
2	Mycenean World and Myth & Religion Exam Style Questions	
3	Mycenean World and Myth & Religion Exam Style Questions	
4	Mycenean World and Myth & Religion Exam Style Questions	
5	Mycenean World and Myth & Religion Exam Style Questions	

Chunk 1 – 25 minutes

Start by revising from a selection of flashcards you have created. Then, on a separate sheet of paper, answer the following questions. Then use a green pen and your notes to correct your answers.

Mycenaean World- Odyssey

Next Odysseus stabbed Agelaus with his great spear at close range, and Telemachus struck Euenor's son Leocritus right in the flank with a spear, driving the point clean through the man, who fell face down and struck the ground full with his forehead. And now, high in the roof above their heads, Athene raised her deadly aegis. The Suitors were scared out of their senses. They scattered through the hall like a herd of cattle that a darting gadfly has attacked and stampeded, in the spring time when the long days come in. But the others swooped down on them just as vultures from the hills, with curving claws and crooked beaks, swop down upon the smaller birds, who though they shun the upper air and hug the ground, find no help there and no escape. The cultures pounce on them and kill, and men enjoy the hunting. So did Odysseus' party chase the Suitors headlong through the hall and hack them down. Ghastly screams rose up as men's heads were smashed in and the whole floor ran with blood.

1. What was the aegis? (1)
2. How has Athena helped Odysseus before? (2)
3. Why is she a suitable goddess to support Odysseus? (2)
4. How does Homer show his skill in telling an exciting story? Make 3 points and refer to the text. (6)

Mycenean World- Culture

(a) In which part of Mycenae was this object found? [1]

(b) Suggest one thing it tells us about the Mycenaeans. [1]

(c) Describe two aspects of the clothing that are typically Mycenaean. [2]

(d) Apart from the clothing, in what ways is this a typical representation of a Mycenaean woman? [2]

Myth

1. Describe how Athena is shown being born on the Parthenon in Athens. (2)
2. Why was this myth important to the Greeks, i.e. why did they choose to put it on the temple? (1)

Religion

1. What is prothesis? (2)
2. What is an ekphora? (2)
3. Where did the Greeks bury their dead in Athens? (1)
4. What different types of people would have taken part in a Greek funeral procession? (2)
5. What was the Genesia? (2)
6. When did the Parentalia take place? (1)

Chunk 2 – 25 minutes

Start by revising from a selection of flashcards you have created. Then, on a separate sheet of paper, answer the following questions. Then use a green pen and your notes to correct your answers.

Mycenean World- Culture

(a) In which part of Mycenae was this object found? [1]

(b) What material is it made out of? [1]

(c) What is the name of this type of vessel and what was it used for? [2]

(d) What does it tell us about Mycenaeans? Give three points. [3]

Myth

Name the 7 labours of Theseus that are depicted on the kylix and an identifying feature of each one. [14]

Religion

a. At the Great Panathenaia, what happened after the rhapsodic and musical contests but before the tribal contests? (2)
b. Why were these events significant for the Greeks? (1)
a. What is the origin of the City Dionysia festival? (2)
b. why was this important to the Greeks? (1)

Mycenean World- Odyssey

Telemachus obediently went off, ratted the door of the women's quarters and called out to Eurycleia."Get up, old woman, come here. You're in charge of the serving women of the household. My father is calling for you. He has something to say." Eurycleia made no reply but immediately opened the door of the apartments, came out and hurried along behind Telemachus. She found Odysseus among the corpses of the dead, spattered with blood and gore, like a lion when he comes from feeding on some farmer's bullock, wth the blood dripping from his breast and jaws on either side, a fearsome spectacle. That was how Odysseus looked, with the gore spattered on his legs and arms. But when Eurycleia saw the dead men and the sea of blood she felt like crying out in triumph at the mighty achievement that confronted her. Odysseus, however, checked her exuberance with a sharp rebuke.

How does Homer make this passage interesting? Make 3 points and refer to the text. (6)

Chunk 3 – 25 minutes

Start by revising from a selection of flashcards you have created. Then, on a separate sheet of paper, answer the following questions. Then use a green pen and your notes to correct your answers.

Mycenean World- Odyssey

"The Cyclops took the wine and drank it up. And the delicious drink gave him such exquisite pleasure that he asked me for another bowlful. "Give me more, please, and tell me your names, here and now - i would like to make you a gift that will please you. We Cyclopes have wine of our own made from the grapes that our rich soil and rains from Zeus produce. But this vintage of yours is a drop of the real nectar and ambrosia."

"So said the Cyclops, and I handed him another bowlful of the sparkling wine. Three times i filled it for him; and three times the fool drained the bowl to the dregs. At last then the wine had fuddled his wits, I addressed him with soothing words.

"Cyclops," I said, " you ask me my name. I'll tell it to you. And in return give me the gift you promised me. My name is nobody. This is what I am called by my mother and father and by all my friends."

The cyclops answered me from his cruel heart. "Of all his company, I will eat Nobody last, and the rest before him. That shall be your gift."

1. Explain why Odysseus would expect a gift from the Cyclops. (2)
2. What was the gift? (1)
3. Give two words or phrases that illustrate the character of the Cyclops. (2)
4. How does Homer bring out the character of Odysseus in this passage? Make 3 points referring closely to the text. [6]

Religion

The Saturnalia -Meanwhile the head of the slave household, whose responsibility it was to offer sacrifice to the Penates, to manage the provisions and to direct the activities of the domestic servants, came to tell his master that the household had feasted according to the annual ritual custom. For at this festival, in houses that keep to proper religious usage they first of all honour the slaves with a dinner prepared as if for their master; and only afterwards is the table set again for the head of the household. So then, the chief slave cam in to announce the time of dinner and to summon the masters to table.

The Lupercalia -The place the Romans call the Lupercal....Now it is true, since the district about the sacred precinct has been united with the city, it has become difficult to make out by conjecture the ancient nature of the place. Nevertheless at first we are told there was a large cave under the hill overarched by a dense wood: deep springs issued from beneath the rocks, and the glen adjoinin the cliffs was shaded by thick and lofty trees. In this place they raised an altar to the god and performed their traditional sacrifice, which the Romans have continued to offer up to this day in the month of February, after the winter solstice, without altering anything in the rites then performed.

Study Sources A and B

a. Explain the importance of the altar in ancient festivals (6)

b. Explain why participants enjoyed ancient festivals. (6)

c. Explain why festival were important for honouring the gods (3)

Chunk 4 – 25 minutes

Start by revising from a selection of flashcards you have created. Then, on a separate sheet of paper, answer the following questions. Then use a green pen and your notes to correct your answers.

Mycenean World- Culture

(a) What is the name of this feature?[1]

(b) Where was it located? [1]

(c) What technique has been used to build it? Explain how it works. [2]

(d) Suggest three reasons why it would have been hard for an invader to approach the gate. [3]

Mycenean World- Odyssey

1. What is the Greek term for immortal fame? (1)
2. What is the name for one-eyed giants? (1)
3. What is the name for giant cannibals? (1)
4. What do Odysseus' men eat which makes them forget their home? (2)
5. What happens to Odysseus and his men during their encounter with the Cicones? (4)

Myth

What is shown in the scene above? (2)

Explain why did Augustus choose to use this scene on the Ara Pacis? (3)

Name the members of Augustus' family pictured on another panel of the Ara Pacis (3)

Religion

1. Explain how Greek and Roman temples differed in their layout and use.(3)
2. Explain a benefit of having splendid temples. (3)
3. The Parthenon was more than just a temple, it was a monument to the greatness of Athens – to what extent do you agree with this statement? (8)
4.

Chunk 5 – 25 minutes

On a separate sheet of paper, answer the following questions. Then use a green pen and your notes to correct your answers.

Mycenean World- Culture

(a) Name this type of vessel. [1]

(b) Where in Mycenae was this item found? [1]

(c) How does this item show the skill of the Mycenaeans in creating metal objects? Make two points. [4]

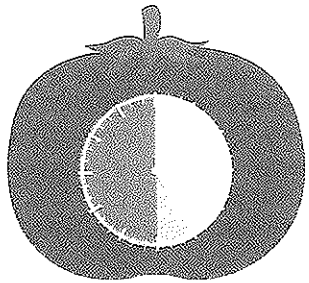
(d) State two details about how the item in Source was designed to be used. [2]

Mycenean World- Odyssey

"Books 19, 21 and 22 of the Odyssey are thoroughly enjoyable for a modern reader". How far do you agree with this assessment? [15 marks]

INTRO: "Books 19, 21 and 22 of the Odyssey are thoroughly enjoyable to a modern reader as they include exciting characters, tension, use of violence and the theme of justic. However, they may be unenjoyable at parts due to the pace of narrative and predictability of events."	
POINT	"One aspect of Book [19/21/22] that is/isn't enjoyable is..."
EVIDENCE	"For example..."
ANALYSIS	"This is enjoyable/not enjoyable to a modern reader because...However..."
LINK	"Overall, [theme] is/is not enjoyable to a modern reader."
CONCLUSION: Review, reiterate and repeat key points.	

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: DRAMA

Contents

Chunk	Activity	Completed
1	Refugee Boy – Section A (Movement)	
2	Refugee Boy – Section A (Set)	
3	Refugee Boy – Section A Sound and Lighting	
4	Small Island – Essay Practice (Acting and Movement)	
5	Small Island – Essay Practice (Acting and Movement)	

Chunk 1 – 25 minutes

1. Look at scene 19 and scene 20. Write one sentence to describe what happens in each scene.

2. Plan to answer the following question by circling the key words that you must incorporate in every paragraph:

"As a director, describe and explain your ideas for staging the scene. In your answer you must refer to the actors 'motivation, movement, body language and interaction with others."

3. Choose one line from the beginning, middle and end of each scene. Write below.

4. Write **notes** to justify movement/interaction based on what you want to communicate to the audience about the characters' motivation or objective.'
EG – Motivation = To be safe and return to Badme.

Now I.D.A.E.L your answer
And do this for 3 paragraphs.

EG
I – I want to show that Alem wants to show he has done nothing wrong
D – On the line "But there'll be no FREE Kelo campaign." I would have Alem come closer to ruth and Mustapha from centre stage to down stage. He would stand in between them, forcing them to separate. He would hold both arms out, looking first at Mustapha and then at Ruth.
A – This will show that Alem is gaining confidence with his friends, that he is now fully on board with the campaign and that he has a clear objective to inform others that he is a good person and has a right to stay.
E - HOW effective? I hope this will help the audience to understand more about the complexities of seeking asylum, how an asylum seeker would wish to be viewed and I hope their respect for Alem grows.
L - I think this will highlight Alem's need for safety, which is referred to throughout the play and will raise more concern later in the play when Alem's father is killed because of the publicity the campaign causes.

Chunk 2 – 25 minutes

Scene 18

1. What is the intention of the scene: What is it about? What style (Epic/distancing) Where are there moments of expressionism?

2. Makes notes to describe what the set was like in the original production (look back if you need to, but try to do this from memory.)

3. Make bullet points to outline ***your*** set ideas for this scene. Be sure to include your stage layout and say why you have chosen this style.
   Describe the colour and materials used.
   Is it in keeping with the expressionistic/epic style of the play?

4. For each idea justify your choices explaining how you would like the audience to respond.

Chunk 3 – 25 minutes

1. Make notes to describe what sound and lighting was like in the original production of Refugee Boy. Choose a scene (my suggestion would be scene 5 with the soldiers or scene 7 with the stars)

2. Describe the intention of the scene (what happens, what is the style and what issue should the audience be thinking about?)

3. Choose a moment at the beginning (stage direction or line) and describe the sound and the lighting effect using the following terms:
   Fade up, fade down, snap on/off, crossfade, high intensity, low intensity. Include a clear description and be sure to say when your idea stops.

4. Say what this will communicate to the audience about location, time, season/temperature etc.
5. Explain the impact of the atmosphere you have created. Will it be thought provoking/alienating/impressive etc.
6. Repeat steps 4, 5 and 6 for the middle and end.

Chunk 4 – 25 minutes

1. List three moments from Small Island where you will evaluate the acting skills of Queenie.

2. Re-Watch those moments. Make sure you understand what is happening. What does Queenie want. Notice her use of voice, facial expressions, movement and gesture.

Drama Online Library

Username: Pimlico

Password: Drama

1. Opening Speech "Take it to the van" / "To be honest..."
2. Moving to london. Direct address about wanting babies.
3. Meeting and marrying Bernard – how does she respond when he tells her he wanted to propose "Something to think about." (What are her actions and gestures like in this moment?"
4. Air Raid scene – slow motion. Then – how does she respond when Bernard says, "I do love you."?

Chunk 5 – 25 minutes

1. List three moments from Small Island where you will evaluate the acting skills of Queenie.

2. Describe what is happening in those moments.

Eg *She broke the forth wall to tell us that she wants the romantic version of love, to settle down with a husband and have babies. At that moment she raised her hands above her head and repeated the word "babies" in in a tone that highlighted her passion.*

3. Analyse and explain what the movement communicates/shows you about what is happening in the scene/what it says about the character/emotions.

Eg *This communicated to me her idea of a better life was not on a farm, but the kind of life many young women dream of having. It helped me realise how unfulfilled she must have been with Bernard.*

4. Evaluate the impact on you as an audience member using the following terms:

Whilst she was breaking the forth wall, Queenie still spoke with desire and longing. She paused and smiled which helped me empathise with her. Her performance was naturalistic and believable, but the fact she was breaking the forth wall felt unnaturalistic and was highly effective in making me contemplate the issues in marriage and relationships in the 1940s.

Distanced – HOW effectively did it achieve the job of distancing you? OR was this a moment where you believed in the action? (It is possible to believe temporarily and be distanced moments after)

Voice – tone (what emotion), volume, pause, pace (How effective? Believable/convincing?)

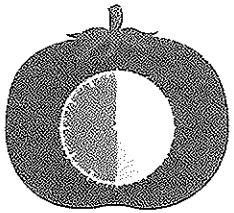
Forth wall – If this was broken, did the character stay in role? How effective was this in helping you understand their deeper feelings?

Highly/somewhat/reasonably effective

Emotional impact – There are times in the play that help you respond emotionally – how did you feel in those moments?

3. Explain what it made you think about the theme

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: Spanish

All students must continue with 5mins of vocabulary revision on Memrise each day. Vocab size is the biggest factor in Listening/Reading exam grades. Tick each day						
Mon 21st Oct	Tue 22nd Oct	Wed 23rd Oct	Thur 24th Oct	Fri 25th Oct	Sat 26th Oct	Sun 27th Oct
Mon 28th Oct	Tue 29th Oct	Wed 30th Oct	Thur 31st Oct	Fri 1st Nov	Sat 2nd Nov	Sun 3rd Nov

Contents

Chunk	Activity	Completed
1	Non-negotiable self-quizzing – Part 1	
2	Three sentence answer – Practice Qs	
3	Non-negotiable self-quizzing – Part 2	
4	Knowledge organiser self-quizzing – Family + Marriage	
5	Knowledge organiser self-quizzing – Areas of weakness	

Spanish	English	Spanish	English	Spanish	English	Spanish	English
quiero	I want						
quería	I used to want						
suelo	I tend						
solía	I used to tend						
voy a	I am going						
me gustaría	I would like						
me gustaba	I used to like						
lo pasé bomba	I had a great time						
cuando era más joven	when I was younger						
cuando sea mayor	when I am older						
de hecho…	in fact…						
que yo sepa…	as far as I know…						
según yo…	according to me…						
diría que…	I would say that…						
mi amigo piensa que…	my friend thinks that…						
mis amigos dicen que…	my friends say that…						
a mi amigo le gusta	my friend likes						
espero que sea	I hope that it is						

THREE sentence practice

We give **THREE** sentences to answer each question in speaking exam AND in the 90-word text. If we get stuck, what strategies do we use to get unstuck?

Write 3 sentences to respond to each of the following Qs:

- **¿Te gustaría vivir con tu familia o con? ... ¿Por qué?** [Would you like to live with your family or friends?]

- **¿Te gustaría casarte en el futuro? ... ¿Por qué (no)?** [Would you like to get married in the future? Why?]

- **¿Qué opinas de estudiar español? ... ¿Por qué?** [What do you think about studying Spanish?]

- **¿Qué vas a hacer para celebrar el fin de tus exámenes?** [What are you going to do to celebrate the end of your exams?]

- **¿Qué haces en tu tiempo libre?** [What do you do in your free time?]

Spanish	English	Spanish	English	Spanish	English	Spanish	English
fui / fuimos	I went / we went						
es	it is						
fue	it was						
era	it used to be						
va a ser	it is going to be						
será	it will be						
sería	it would be						
hay	there is/are						
había	there was/were						
habría	there would be						
quiero / quería + INF	I want / I used to want + INF						
suelo / solía + INF	I tend / I used to tend + INF						
voy a + INF	I am going + INF						
me gustaría + INF	I would like + INF						
me gustaba + INF	I used to like + INF						
lo pasé bomba	I had a great time						
cuando era más joven	when I was younger						
cuando sea mayor	when I am older						

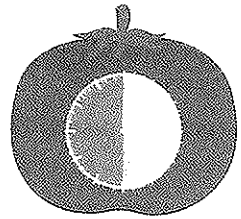
Spanish	English	Spanish	English	Spanish	English
quiero casarme	[I want to get married]				

estoy soltero/a	[I am single]				
mis padres están casados	[My parents are married]				
mis padres están divorciados	My parents are di vorced]				
mi pareja ideal sería…	[My ideal partner would be]				
lo más importante es estar contento/a	[The most important thing is to be happy]				
nos llevamos como el gato y el perro	[We fight like cats and dogs]				
me llevo muy bien con…	[I get on very well with…]				
me divierto con …	[I have fun with…]				
me peleo mucho con	[I fight a lot with]				
tenemos mucho en común…	[We have a lot in common…]				

Review your KO phrases from last year. Use the grid to revise those that you found hardest to remember

Spanish	English	Spanish	English	Spanish	English

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework
Subject: Year 11 October Half-Term Homework
Subject: French

All students must continue with 5mins of vocabulary revision on Memrise each day. Vocab size is the biggest factor in Listening/Reading exam grades. Tick each day.

Mon 21st Oct	Tue 22nd Oct	Wed 23rd Oct	Thurs 24th Oct	Fri 25th Oct	Sat 26th Oct	Sun 27th Oct
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1	Non-negotiable self-quizzing – Part 1	
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4	Knowledge organiser self-quizzing – Family + Marriage	
5	Knowledge organiser self-quizzing – Areas of weakness	

French	English	French	English	French	English	French	English
Je veux + INF	I want + INF						
Je voulais + INF	I wanted to + INF						
Je me suis bien amusé	I had a great time						
Quand j'étais plus jeune, j'aimais + INF	When I was younger, I used to like + INF						
Quand je serai adulte	When I am an adult						
Où on peut + INF	Where one can + INF						
En fait…	In fact…						
Selon moi…	According to me…						
Autant que je sache	As far as I know						
Il faut que je dise que	I must say that						
Je dirais que…	I would say that						
Je dois avouer que	I must admit that						
Si j'avais l'occasion…	If I had the opportunity…						
Si je pouvais…	If I could…						
Mon ami aime	My friend likes						
Mon ami pense que	my friends thinks that						
Mes amis pensent que	My friends think that						
Il vaut mieux + INF	It's worth						

THREE sentence practice

We give **THREE** sentences to answer each question in speaking exam AND in the 90-word text. If we get stuck, what strategies do we use to get unstuck?

Write 3 sentences to respond to each of the following Qs:

1. **Tu voudrais habiter avec vos amis ou votre famille? ... Pourquoi?** [Would you like to live with your family or friends? Why?]

Tu aimerais te marier à l'avenir? ... Pourquoi (non)? [Would you like to get married in the future? Why?]

Qu'est-ce que tu penses d'etudier le français? ... Pourquoi? [What do you think about studying French? Why?]

Qu'est-ce que tu vas faire pour celebrer la fin des examens? [What are you going to do to celebrate the end of your exams?]

Qu'est-ce que tu fais pendant ton temps libre? [What do you do in your free time?]

French	English	French	English	French	English	French	English
J'ai	I have						
Je suis	I am						
Il/elle est	He/she is						
Il/elle a	He/she has						
Je vais	I go						
Je fais	I do						
C'est	It is						
C'était	It was						
Ce sera	It will be						
Ce serait	It would be						
Il y a	There is/are						
Il y avait	There was/were						
Il y aura	There will be						
Il y aurait	There would be						
J'ai regardé	I watched						
Je suis allé(e)	I went						
J'y vais	I go there						
J'y suis allé(e)	I went there						

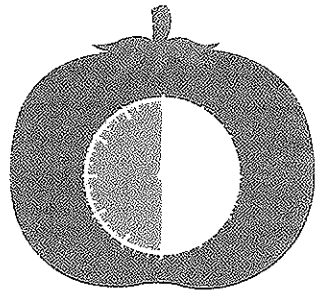
French	English	French	English	French	English	French	English

je vais/ je veux/ je voudrais me marier	[I am going/ I want/ I would like to get married]						
je suis célibataire	[I am single]						
Mes parents sont mariés	[My parents are married]						
Mes parents sont divorcés	My parents are divorced]						
Mon partenaire idéale serait	[My ideal partner would be]						
Le mariage n'est pas important pour moi	[Marriage is not important for me]						
Il/ elle est mon âme soeur	[he/ she is my soul mate]						
Je m'entends bien avec	[I get on well with...]						
Je m'amuse avec	[I have fun with...]						
Je me dispute avec	[I fight a lot with]						
On a beaucoup de choses en commun	[We have a lot in common...]						

Review your KO phrases from last year. Use the grid to revise those that you found hardest to remember

French	English	French	English	French	English	French	English

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: Religious Studies

Contents

Chunk	Activity	Completed
1	Living a Christian life quiz	
2	Islamic beliefs practice questions	
3	Scripture quizzing	
4	Christian beliefs – essay planning	
5	Short answer questions, Incarnation and the Last days (Self-assess using information below questions)>	

Chunk 1 – 25 minutes

What is worship?

What is liturgical worship?

What is non-liturgical worship?

Which denomination prefers liturgical worship?

Which denomination prefers non-liturgical worship?

How many sacraments are there according to Catholics?

List all the sacraments.

Which two sacraments do protestants believe in?

What are the two types of Baptism?

What does Baptism symbolise?

What does the Eucharist symbolise?

What is transubstantiation?

Name one purpose of prayer.

Which Gospel is the Lord's prayer in?

What is a pilgrimage?

What is one place a Christian can go to on a Pilgrimage?

Which Gospel mentions Jesus, Mary and Joseph going to Jerusalem for Passover?

What is one reason why a Christian would be against pilgrimages?

Name one place in Jerusalem Christians might visit.

Name one fact about Walsingham.

Name one fact about Iona.

Name one fact about Taize.

Name one way Christians celebrate Advent.

Name one way Christians celebrate Christmas.

Name one way Christians celebrate Easter.

Which day does stations of the cross happen?

Give one reason why Christmas is important to Christians.

Give one reason why Easter is important to Christians.

What is evangelical and missionary work?

What does the Great Commission state?

What is one organization doing missionary work?

Why is one reason against doing missionary and evangelical work?

What is a parish?

Name one way the Church will help the local area.

What is reconciliation?

Why does the Church aim for reconciliation in the world?

In which country might Christians be persecuted?

Name one way Christians might be persecuted.

What does Christian Aid campaign to do?

What does the parable of the sheep and the goats tell Christians to do?

Chunk 2 – 25 minutes

Islamic beliefs

1. Describe two similarities between Muslim beliefs about life after death and the beliefs of the main religious tradition of Britain. (3)
2. Explain two reasons why the five roots of Usul ad-din are important for Shi'a Muslims. (4)
3. Explain two reason why belief in Akirah is important for Muslims. In your answer you must refer to a source of Wisdom and authority (5)
4. 'Allah's omnipotence is His most important characteristic.' Evaluate this statement considering arguments for and against. In your response you should:
   - Refer to Muslim points of view
   - Refer to different Muslim points of view
   - Reach a justified conclusion.

Chunk 3 – 25 minutes

1. Scripture booklet. Revise highlighted scripture from Christianity Matters of life and death and Crime and Punishment.

First copying. Cover, test yourself	Second copying. Cover, test yourself.

Chunk 4 – 25 minutes

	Questions	Reasons why some Christians would agree	Reasons Christians might disagree
1.1	"The Trinity is the best way to understand the nature of God."		
1.2.	"The world was created in six days"		
1.3	"The incarnation makes it easier for Christians to understand God"		
1.4	"The resurrection is most important event in the last days of Jesus' life"		

1.5	"Jesus had to die"		
1.6	"After death, we will all go to heaven."		
1.7	"Evil exists, therefore God does not."		
1.8	"We do not know why evil exists, therefore there is nothing we can do to prevent it"		

Chunk 5 – 25 minutes

Incarnation and the last days – short answer questions

1. Outline 3 beliefs about the birth of Jesus
2. Explain 2 reasons why Christians believe that Jesus was the Son of God.
3. Explain 2 different ways that the incarnation is shown in the Gospels.
4. Explain 2 reasons why the incarnation is important for Christians today.

Quotation challenge: name 1, 2, or 3 teachings about this topic.

1. Outline 3 events from the last days of Jesus' life
2. Outline 3 events that took place after Jesus died
3. Explain 2 reasons why the betrayal of Jesus is important Christians today.
4. Explain 2 reasons why the Last Supper is important for Christians today.

5. Explain 2 reasons why the resurrection of Jesus is important for Christians today.

The Incarnation

The Incarnation: the belief that God became 'flesh' (carne) through the person of Jesus, and thus Jesus was God in human form: both divine (God) and person (Jesus).

Many Christians believe that Jesus was born through a virgin birth: a miracle where Mary was visited by the Angel Gabriel (according to the Gospel of Luke) and made pregnant through the Holy Spirit. John's Gospel emphasises that Jesus was 'the Word' and the Word 'was God'.

The importance of the Incarnation

It is the basis of the Christian faith: without the Incarnation there would not be a Christianity

Shows God cared about the world, so He came down and showed humankind how to live

Through Jesus, God was able to experience suffering and pain in order to understand what it is like to be human

The Incarnation makes salvation and atonement possible, through the last days of Jesus' life.

*remember: non-Trinitarian Christians do not believe Jesus was the physical person of God

Jesus' last days

1. Arrival in Jerusalem (Psalm Sunday)

2. Last Supper: where Jesus poured wine (blood) and broke bread (body), he also predicts his death and betrayal from his followers. Central ceremony (Sacrament: Eucharist) in Christianity to celebrate this event and the promises Jesus made to His followers. For Catholics, this sacrament involves transubstantiation (changing) bread and wine into the actual body and blood of Christ to gain God's grace and love.

3. Betrayal and Arrest: Judas betrays Jesus for silver, and Peter denies knowing Jesus 3 times.

4. Trial: Jesus is found guilty of being 'King of the Jews'

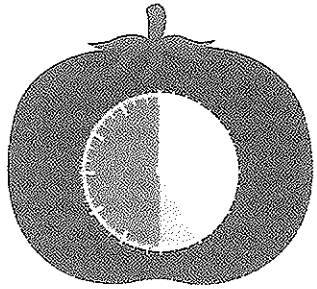
5. Crucifixion: Jesus is punished. Allows for atonement and salvation (different Christian interpretations).

6. Resurrection: Jesus' body disappears from the tomb (2 women find the tomb empty), showing he is God. After this time he appears in white to his disciples and several women to teach them about the Kingdom of God.

7. Ascension: after 40 days, Jesus ascends to heaven and changes into spirit form (transfiguration).

*These events are central to understanding salvation, atonement, eschatology,

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: Computer Science

Contents

Chunk	Activity	Completed
1	Coding Recap 1	
2	Component 1 & 2 Self Quizzing	
3	Coding Recap 2	
4	Component 1 & 2 Self Quizzing	
5	Coding exam style questions	

Chunk 1 – 25 minutes

We'll start with the basics and slowly build up to slightly more complex tasks. Each exercise includes an example, followed by a similar task for you to try.

1. Basic Print Statement

Example:

```
print("Welcome to Python programming!")
```

Your turn:

- Write a program that prints a sentence introducing yourself (e.g., "Hi, my name is [Your Name]!").

2. Taking User Input

- Example:

```
name = input("What is your name? ")
print("Hello, " + name + "!")
```

Your turn:

- Ask the user for their favourite colour and then print a message saying, "Your favourite colour is [colour]."

3. Combining Print and Input

- Example:

```
age = input("How old are you? ")
print("You are " + age + " years old.")
```

Your task:

- Ask the user for their favourite food and print a message saying, "[Food] is delicious!"

4. Simple Arithmetic in Print

Example:

```
num1 = 5
num2 = 3
print("The sum of 5 and 3 is " + str(num1 + num2))
```

Your task:

- Write a program that asks the user for two numbers, adds them, and prints the result.

5. Building a Simple Quiz (If-Statements)

- Example:

```
answer = input("What is the capital of France? ")
if answer == "Paris":
    print("Correct!")
else:
    print("Wrong answer.")
```

Your turn:

- Write a program that asks a yes/no question (e.g., "Is Python fun?"). Print "Correct!" if the user says "yes", and "Try again!" if they say "no."

6. Using If-Else Statements for Decisions

Example:

```
temperature = int(input("What is the temperature today? "))
if temperature >= 25:
    print("It's a hot day!")
else:
    print("It's a cool day!")
```

Your task:

- Write a program that asks the user for their age. If they are 18 or older, print "You're an adult." If not, print "You're a minor."

Chunk 2 – 25 minutes

Guidance: Read the questions then cover them up and write them from memory. Cover up each time so that you have less and less of a prompt.

Any Questions/definitions you are having difficulty with remembering create revision flash cards

	QUESTION	ANSWER	Practice 1	Practice 2
Q1	What is a CPU?	Central processing unit that executes computer instructions.		

Q2	Define RAM.	Volatile memory for temporary data storage.		
Q3	Define ROM.	Non-volatile memory for permanent data storage.		
Q4	How do CPU and RAM interact?	CPU processes data stored in RAM.		
Q5	What is a variable?	A named storage location for data.		
Q6	How to declare an integer in Python?	x = 10		
Q7	How to declare a string in Python?	name = "Hello World!"		
Q8	How to output a variable?	print(x)		
Q9	Main components of a CPU?	Arithmetic Logic Unit and Control Unit.		
Q10	What affects CPU speed?	Clock speed, cache, cores.		
Q11	How to take user input in Python?	x = input()		
Q12	How to print user input?	print(x)		
Q13	Stages of the FDE cycle?	Fetch, Decode, Execute.		
Q14	Role of cache in CPU?	Speeds up data access for CPU.		
Q15	What is binary?	Number system using 0 and 1.		
Q16	What is 'selection' in programming?	Using conditions to control flow.		
Q17	What is a binary shift?	Moves bits left or right.		
Q18	Effect of binary shift?	Multiplies or divides the binary number by two.		
Q19	Rules of binary addition?	0+0=0, 1+0=1, 1+1=10, 1+1=11		
Q20	What causes binary overflow?	Exceeding storage limit during addition.		
Q21	Purpose of a logic gate?	Performs basic logical functions.		
Q22	Main types of logic gates?	AND, OR, NOT.		

Q23	What is iteration in programming?	Repeating a set of instructions.		
Q24	Types of loops in Python?	for loop and while loop.		
Q25	What is a count controlled loop?	Loops a set number of times.		

Chunk 3 – 25 minutes

7. Nested If-Statements

Example:

```
age = int(input("What is your age? "))
if age >= 18:
    print("You're an adult.")
    if age >= 65:
        print("You're also a senior.")
else:
    print("You're a minor.")
```

Write a program that asks for a number. If the number is positive, print "Positive number". If it's zero, print "Zero". If it's negative, print "Negative number".

8. For Loops: Printing Numbers

Example:

```
for i in range(1, 6):
    print(i)
```

Your turn:

- Write a program that prints the numbers from 1 to 10, each on a new line.

9. While Loops: Repeating Until Correct

- Example:

```
password = ""
while password != "python123":
    password = input("Enter the password: ")
print("Correct password!")
```

Your task:

- Create a program that asks the user to guess a number between 1 and 5. If they guess correctly, print "You got it!" and stop asking

10. Using Loops with Input

- Example:

```
times = int(input("How many times should I say hello? "))
for i in range(times):
    print("Hello!")
```

Your turn:

- Ask the user how many times you should print "Goodbye!" and print it that many times.

11. Counting with Loops

- Example:

```
for i in range(1, 11):
    print("Number: " + str(i))
```

Your task:

- Write a program that prints the numbers from 10 to 1 in reverse order.

12. Using a Loop with If-Statements

- Example:

```
for i in range(1, 6):
    if i % 2 == 0:
        print(str(i) + " is even.")
    else:
        print(str(i) + " is odd.")
```

Your turn:

- Write a program that prints the numbers from 1 to 10. For each number, print if it's a multiple of 3.

Chunk 4 – 25 minutes

Guidance: Read the questions then cover them up and write them from memory. Cover up each time so that you have less and less of a prompt.

Any Questions/definitions you are having difficulty with remembering create revision flash cards

	QUESTION	ANSWER	Practice 1	Practice 2
Q1	Purpose of primary memory?	Stores data for quick access by CPU.		
Q2	Difference between RAM and ROM?	RAM is volatile, ROM is non-volatile.		
Q3	Purpose of secondary storage?	Stores data long-term.		
Q4	Types of secondary storage?	Magnetic, optical, solid state.		
Q5	Impact of sample rate on sound?	Higher rate, better quality.		
Q6	How are images stored in binary?	As pixels with binary values.		
Q7	Impact of color depth on image?	More colors, better quality.		
Q8	What is system software?	Software that manages computer hardware.		
Q9	Functionality of an OS?	Manages system resources and operations.		
Q10	What is a subprogram?	A set of instructions performing a task.		
Q11	Difference between function and procedure?	Function returns a value; procedure does not.		
Q12	What are the three construct of programming?	Sequence, selection, Iteration.		
Q13	Define hardware	Physical components of a computer		
Q14	Types of primary storage?	RAM, ROM and cache		
Q15	How to append to a list in Python?	Using list.append(item).		

Q16	How to delete from a list in Python?	Using list.remove(item).		
Q17	How to read a file in Python?	Using open('filename', 'r').		
Q18	How to write to a file in Python?	Using open('filename', 'w').		
Q19	Common types of programming errors?	Syntax and logic errors.		
Q20	What is metadata in files?	Additional info such as time, location and file size.		
Q21	How do operating systems manage tasks?	Through processes and scheduling.		
Q22	Role of compression in utility software?	Reduces file size for storage efficiency.		
Q23	How does encryption protect data?	By encoding it in a way that only authorized users can decode.		
Q24	How to convert hexadecimal to binary?	Each hex digit converts to a 4-bit binary number.		
Q25	Why use hexadecimal instead of binary?	Easier to read and write for humans.		

Chunk 5 – 25 minutes

Screenshot and store the files in your One drive

Question 1: Welcome Message Generator

Write a simple program that:

- Asks the user for their name.
- Asks the user for their favourite colour.
- Prints a message like: "Hello, [name]! Your favourite colour is [colour]!"

Question 2: Simple Calculator

Write a program that:

- Asks the user to input two numbers.
- Asks the user which operation they would like to perform (addition, subtraction, multiplication, or division).
- Performs the operation and prints the result in the format: "[number1] [operation] [number2] = [result]."

Question 3: Age-Based Greeting

Write a program that:

- Asks the user for their age.
- Prints a different message based on the age:
    - If the user is under 13, print: "You're a child!"
    - If the user is between 13 and 19, print: "You're a teenager!"
    - If the user is 20 or older, print: "You're an adult!"

Question 4: Number List and Average Calculator

Write a program that:

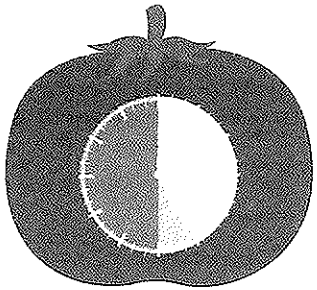
- Asks the user to input 5 numbers (one at a time).
- Stores the numbers in a list.
- Calculates and prints the average of the numbers.
- Prints the highest and lowest numbers from the list.

Question 5: Favourite Movie Organizer

Write a program that:

- Asks the user to input 5 of their favourite movies (one at a time).
- Stores these movies in a list.
- Asks the user to input a number (1-5).
- Prints the movie corresponding to the chosen number, then asks the user if they want to remove it from the list.
- If yes, remove the movie from the list and print the updated list of favourite movies.

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: Geography

Contents

Chunk	Activity	Completed
1	Weather Hazards & Climate Change	
2	Global Development	
3	UK Changing Landscapes - rivers	
4	UK changing landscapes - coasts	
5	Changing Cities	

Chunk 1 – 25 minutes

Weather Hazards and Climate Change:

Complete the following questions **(5 minutes)**

1. The 3 atmospheric circulation cells are called H_____, F_____ & P_____
2. Rising air leads to _____ pressure at the surface and increases p_____as moist air then condenses and creates clouds.
3. The G_____ S_____ is the warm ocean current that increases average temperatures in the UK.
4. Evidence of increasing global temperatures includes i____ c_____, tree _____ and h_____ records.
5. Natural causes of climate change include v_____ e_____, M_____ c_____ and sunspots.

Tropical storms occur when ocean temperatures reach 27 degrees. As global temperatures rise we can expect more / less tropical storms.

Named examples of tropical storms **(10 minutes)**

Our 2 examples of tropical storms compare a developed and developing country – these are Hurricane S_____ in the USA and T_____ H_____ in the P_____.

We compare impacts and responses to tropical storms to understand different experiences of extreme weather events.

We have to decide if impacts are s_____ (affecting people), e_____ (affecting the ability to trade and generate wealth) or environmental.

We also consider which type of impact and response had the most significant effect and if the impacts were short term or long term.

Complete the table below to include details of impacts and responses for our 2 contrasting examples:

	Impacts (effects – decide if this social,	Responses (who did what)	Which were the most effective and why?

	economic or environmental)		
Hurricane S_____ (USA)			
T_____ H_____ (P_____)			

We also study the droughts – another example of an extreme weather event which are also increasing in some parts of the world due to climate change.

Our 2 examples of abnormally low rainfall are droughts in California, U____ (developed) and N_____ (developing).

Complete the table below to summarise impacts and responses to these 2 weather events **(10 minutes)**

	Impacts (effects – decide if this is S, E or Env)	Responses (who did what)	Which were the most effective and why?
California (USA)			
N_____			

Chunk 2 – 25 minutes: Global Development

Complete the summary paragraph on this unit (5 minutes)

We know that the wealth and health of the global population is unequal. To measure Q_____ of L_____ and S_____ of L_____ we use development i_____ as they allow us to compare differences in the lives of people living in developing, emerging and developed countries around the world.

The H_____ D_____ I_____ is a measure which is made up of 3 pieces of data:

M_____ years in schoool, l_____ e_____ and GNI. This is an effective way of measuring development because...

We also know that there are differences in lives within countries and look to understand the reasons why there are core and p_____ regions in most countries around the world.

We understand that L_____ and the South East of England is a region in which people have longer life expectancies, better job opportunities and schools perform better than other areas within the UK.

Our main area of study to contrast with the UK in this unit is India. India now has the largest p_____in the world and is a very wealthy country. We have investigated why M_____ is an area with strong economic growth (core) and why B_____ is seen as a p_____ region, with the main industry agriculture.

Section 2: Reasons for core growth in India - a history of M_____.

State 3 reasons why this coastal city has experienced high economic growth and in-migration from rural areas.

Describe 2 impacts of high migration – one for people and one for the environment

Explain 1 way in which the Government have tried to encourage further industrial growth using 'Make in India' campaign

Why would the Government encourage Foreign Direct Investment (FDI) into India to increase wealth rather than invest in Indian firms? (hint – international brands, largest population in world)

Section 3: managing the periphery region of B_____: a slowing economy, a reduced population and limited infrastructure

Explain why this region is experiencing high out-migration of its working-aged population

State 2 impacts of the loss of working aged people on the population that remain behind

Provide details on the following 2 strategies that have been put in place to support the people and the economy of the periphery region

Smart phones for farmers

Medical devices (ipads) to be used by midwifes and nurses in rural regions

Explain which strategy you think is the most impactful and why.

Chunk 3 – 25 minutes: **UK Changing Landscapes: rivers**

Complete the following paragraphs which summarise the key ideas in this unit (5 minutes)

The United Kingdom landscape has 4 distinct terrestrial ecosystems: d_____woodlands, we_____, m_____ and h_____. As an island it is surrounded by seas and oceans so the m_____ ecosystem also provides lots of opportunities and challenges for the UK.

The type of ecosystem is linked the local climate and geology. Areas to the w_____ of the UK receive more r_____ due to the h_____ of the land (r_____ rainfall) and the amount of moisture in the clouds which is carried from the Atlantic Ocean by the p_____ w_____.

The amount of water that falls onto the land and travels through d_____ basins then influence the physical processes that change the landscape. The 5 physical processes that change our landscape are w_____, m_____ m_____, e_____, t_____ and d_____.

The amount of water, the time of year (s_____) and the actions that humans have taken to manage the land means the UK landscape is always changing in different ways.

Drainage basins, rivers and the journey from source to mouth: (10 minutes)

1. Physical processes change the river landscape leading to recognisable l_____ (features) at different parts along the river. The river is studied in 3 sections due to the distinct changes in the sp_____ of the water and the g_____ (steepness) of the valley, leading to different processes and features.

The upper course (steep gradient) near the s_____ (start of the river). Gravity pulls water downhill as quickly as possible, leading to v_____ erosion and _____ shaped valleys.

Draw a sketch of the formation of waterfalls and gorges, which occur where you have hard rock overlying soft rock. Make sure you annotate your sketch to include the process and the type of activity (eg attrition, abrasion, hydraulic action)

Formation of water falls and gorges:

In the middle course of the river (gradient less steep) water is travelling faster but starts to erode from side to side as it travels over uneven land, changing from v_____ to l_____ erosion.

The main landforms we have studied in the middle course are meanders and ox-bow lakes. They are created as a result of water travelling faster on the outside of a bend and slowing down on the inside, leading to e_____ and d_____ on the river channel in the same location. This is the result of centrifugal f_____, similar to the experience we have on roundabouts in playgrounds.

Draw a cross-section of a meander, annotating the following features and processes:

Fastest flowing water, slowest flowing water, river cliff, point bar, deposition, erosion (abrasion), transported material, saltation, traction.

Lower course of the river (wider river c_____, flatter land, floodplains)

The speed of the water is now much faster, the sediment much smaller and the river is approaching the sea, near the mouth. The water in the channel continues to shape the land but as the land is flatter the area often floods in times of storms and high rainfall.

The floodplain, created through many years of flooding, is an area of very f_____ land that humans like to use for f_____. When rivers flood and the water slows down as it leaves the channel it d_____ material and creates natural embankments (levees).

Humans try to control the water in rivers and the changes that physical p_____ create through river management.

Add bullet points about the positive and negative impacts of two types of river management scheme listed:

Floodplain zoning

Channelisation

Chunk 4 – 25 minutes UK Landscape Changes

Coastal landscapes and sediment cells (10 minutes)

Waves carry out change where the land meets the sea. The amount and type of change is a linked to the power of the water and the type of rocks.

The power of the waves is decided by f_____ (distance waves have had uninterrupted to build energy), climatic conditions (winter or summer) and the shape of the coastline.

Concordant and discordant coastlines:

A concordant coastline is an area of the coast which is made up of the same / different rocks facing the sea.

A discordant coastline is an area of coast which is made up of the same / different rocks facing the sea.

Coves are often found on concordant coastlines. Sketch the formation of a cove, annotating the stages of the water breaking through a fault in the rock, making its way to the softer rock behind. An example of this landform is Lulworth Cove in Dorset.

Bays and headlands are found on discordant coastlines as they are the result of different rates of erosion. Sketch and annotate the processes leading to headlands and bays, including the creation of beaches in bays as the waves lose power and deposit material.

Transportation (long-shore drift):

Material is moved by waves along the beach depending on the way the wind is blowing the waves. The direction of the waves is determined by the p_____ w_____. In the UK these travel from the S_____ W_____, bringing moisture from the A_____ O_____.

When waves lose their energy or power they deposit the transported material, creating new landforms such as beaches, s_____, b_____ or tombolos.

Choose one depositional landform to sketch and annotate, including the processes which have led to its formation.

Human Coastal Management:

Explain why humans want to protect the coast from erosion.

There are many ways in which humans have tried to control the change caused by nature.

There are hard-engineering and soft-engineering approaches.

Hard engineering is usually more e_____ (hint £) and reduces impacts of erosion, transportation and deposition in the local area.

For each listed example describe the advantages and disadvantages:

Groynes

Seawalls

Off-shore reefs

Soft engineering is often less e_____ and seen to be more sustainable as it works with nature rather than against it.

For each listed example describe the advantages and disadvantages:

Beach replenishment / nourishment:

Managed retreat:

Chunk 5 – 25 minutes: Changing Cities

Unit summary:
We have studied the processes of urbanisation, migration, de-industrialisation and regeneration in 2 major cities:

L_____ is our developed country example and S_____ P_____ our example in an emerging or developing country.

We have studied the impacts of changes in cities – impacts on people (s_____), impacts on the economy (creation of w_____) and on the environment.

We have also considered how different groups of people have responded to the changes or impacts in our contrasting cities and have compared which responses seem to be most effective and why. We have thought carefully about SUSTAINABLE change in this unit – which actions will ensure future generations will be least affected by our decisions.

LONDON

Explain why London has experienced de-industrialisation (closure of secondary industry):

How has the closure of London Docklands and factories changed the way people in London now work?

We have visited Kings Cross to see a regeneration project and the ways in which brownfield sites can be re-used to provide new homes, jobs and improved standards of living. Describe some of the strategies you have seen taken by Kings Cross Estates to make positive changes. Explain why some of the changes are not always positive for everyone.

Sustainable transport developments in London:

Describe and explain what the advantages and disadvantages of the Santander and Lime bike schemes are:

SAO PAULO:

Explain why Sao Paulo has experienced such rapid growth in the last 50 years using the following words in your answer:

Rural-urban migration; natural increase; secondary industry; financial capital; international investment

As Sao Paulo has grown so quickly one of the most obvious impacts has been a shortage of housing and work for many of the population. Complete the following sentence:

Favelas and corticos are accommodation options for many people but they are not the long-term answer because....

The local and national governments have tried to make improvements for the people of Sao Paulo: to reduce illness, increase education and increase wealth.

Of the following strategies decide if it is social, economic and environmental:

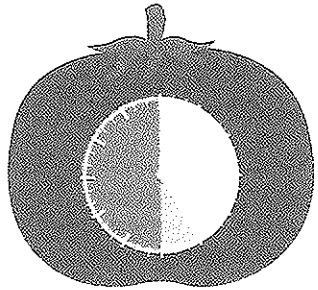
Free education for children of nurses

Limit car use to one day per week for each car owner

Improving roads between Santos (port 70km away and the financial centre in the CBD)

Which strategy do you think is the most impactful and why?

Pomodoro Technique



25 min working
5 min resting

Year 11 October Half-Term Homework

Subject: History

Contents

Chunk	Activity	Completed
1	Normans – Durham	
2	Normans – Rise and Consolidation of Norman rule	
3	Migration – rise and fall of empire over time	
4	Migration - reasons for migration / legacy of empire.	
5	WW1 – plan x3 16 markers	

Chunk 1 – 25 minutes

USE YOUR NORMAN'S REVISION GUIDE TO COMPLETE ONE OF THE BOXES IN THIS SECTION.

Durham Case Study		
Not sure?	**Getting there**	**Confident**
Make a mind-map on the following information about Durham, include information about: • Location and control of local area • Design and Art of and in the Cathedral • Church Reform • Leaders • Economic Impacts • Role of the Prince Bishop	**Write three of these in full:** Write a paragraph to explain how the Church reform and design of Durham showed that William was pious. Write a paragraph to explain why Durham's location was chosen (think Vikings, Scots, Urban area) Write a paragraph to explain how Durham Cathedral may have reduced the chance of rebellion in North England. Write a paragraph to explain why William created the role of 'Prince Bishop' for the leader of Durham	**Answer the question below:** *'Religious Reform and ending corruption in the Church were the main goal of building Cathedrals in Norman England'.* How far does a case study of Durham support this view? (16 marks) • 3 paragraphs • + Conclusion ***BE SPECIFIC TO DURHAM IN YOUR EVIDENCE!***

Chunk 2 – 25 minutes

USE YOUR NORMANS REVISION GUIDE TO COMPLETE ONE BOX IN EACH SECTION.

SECTION 1: Conquest and Control		
Not sure?	Getting there	Confident

Create revision cards describing each revolt and how William dealt with it: - Edwin and Morcar, 1066 - Exeter, 1068 - Northern Rebellion, 1069 - Earls Revolt, 1075 - Hereward the Wake	Explain how each of the following helped William I keep control: - Violence - Patronage - Primogeniture - Feudal System - Domesday Book - Motte and Bailey castles	*Complete both questions below:* Explain the importance of diplomacy in ending revolts (8 marks) Explain what was important about the Feudal System for helping William control England. (8 marks)

SECTION 2: Law, Government, Economy and Society		
Not sure?	**Getting there**	**Confident**
Make a list of **CHANGES** and **CONTINUITIES** for each of the following topics: • Towns • Legal system • Government (including inheritance and shires)	Explain how changes to each area helped William keep control • Towns • Legal system • Government (including shire-reeves, lords, feudal system, primogeniture)	*Complete both q's below (8 marks each):* Write an account of how the Government systems changed under the Normans. (8 marks) Write an account of how towns and villages changed under the Normans. (8 marks)

SECTION 3: Church and Religion		
Not sure?	**Getting there**	**Confident**
Make a mind-map on the following: • Norman changes to the Church • Norman changes to the monasteries • The Norman relationship with the Church (William I, William II and Henry I)	Write a paragraph to explain how each change to the Church and monasteries would have increased Norman power. Write a sentence to explain each monarch's relationship with the Church for (William I, William II and Henry I). How does this change over time?	*Answer the questions below:* Explain what was important about Norman Church reform. (8 marks) Write an account of conflict with the Church under William II (8 marks)

Chunk 3 – 25 minutes

USE YOUR MIGRATION REVISION GUIDE TO COMPLETE ONE BOX IN EACH SECTION.

SECTION 1: Collapse of Empires		
Not sure?	**Getting there**	**Confident**
Make a mind-map on the reasons for the collapse of these empires: • North Sea Empire (Danish) • Norman Empire • Angevin Empire • Loss of Hundred Years War	**Write three of these in full, each needs to have THREE examples in it:** Write a paragraph to explain how **individuals** have led to the collapse of empires.	**Plan this question and write one paragraph for this essay.** 'War has been the main reason for the collapse of Empires over time' How far do you agree?

• American Revolution • Indian independence • African independence: EGYPT / GHANA / KENYA	Write a paragraph to explain how **ideas like nationalism** have led to the collapse of empires. Write a paragraph to explain how economic factors have led to the collapse of empires. Write a paragraph to explain how **war and violence** have led to the collapse of empires. Write a paragraph to explain how **Government decisions** have led to the collapse of empires.	• Include TWO big paragraphs • Each paragraph needs 4 examples from across time • Each paragraph should start with a qualifier (most, somewhat, least) • Add a conclusion – which is the most important and why? (Think which is more common over time, does this shift)

SECTION 2: Rise of Empires		
Not sure?	**Getting there**	**Confident**
Make a mind-map on the causes of colonisation for: • Danish Conquest • Norman Conquest • Angevin Empire • Creation of Ulster Plantations • Colonisation of America • Colonisation of Caribbean • Colonisation of India • Colonisation of Australia • Scramble for Africa (including Boer Wars and Egypt)	**Write three of these in full, each needs to have THREE examples in it:** Write a paragraph to explain how **individuals** have led to the development of empires. Write a paragraph to explain how **ideas like imperialism** have led to the development of empires. Write a paragraph to explain how **religion has** led to the development of empires. Write a paragraph to explain how **war and violence** have led to the development of empires.	**Plan this question and write one paragraph for this essay.** 'Economic factors have been the reason for the development of Empires over time' How far do you agree? (16 marks) • Include TWO big paragraphs • Each paragraph needs 4 examples from across time • Each paragraph should start with a qualifier (most, somewhat, least) • Add a conclusion – which is the most important and why? (Think which is more common over time, does this shift)

Chunk 4 – 25 minutes

USE YOUR MIGRATION REVISION GUIDE TO COMPLETE ONE BOX IN EACH SECTION.

SECTION 1: Migration over time		
Not sure?	**Getting there**	**Confident**
Make a mind-map on the causes and experiences of these migrant groups: • Vikings • Huguenots • Highland Clearances • Irish Migration (19th Century) • Migration from rural to urban areas in Britain • Jewish Migration • Windrush Generation • Migration between colonies after WW2	**Plan two of these questions. Think about shared causes / people/ consequences / experiences.** Compare 19th Century Irish migration to Huguenot migration, to Britain. Give two reasons these events are similar. Compare the Jewish migration to Caribbean migration to Britain. Give two reasons these events are similar.	**Plan this question and write one paragraph for this essay.** 'Religion has been the main reason for the migration of people to and from Britain over time' How far do you agree? (16 marks) • Include TWO big paragraphs • Each paragraph needs 4 examples from across time

• EU Migration to Britain	Compare the EU migration to Caribbean Migration to Britain. Give two reasons these events are similar.	• Each paragraph should start with a qualifier (most, somewhat, least) • Add a conclusion – which is the most important and why? (Think which is more common over time, does this shift)

SECTION 2: Legacy of Empires		
Not sure?	**Getting there**	**Confident**
Make a mind-map on the causes / events / impact of: • WW2 (Link to collapse of British Empire and migration to Britain) • Britain joining the ECC/ EU. • Falkland Wars	**Write three of these in full, each needs to have THREE examples in it:** Explain the impact of the Falkland Wars on British patriotism and politics. Explain the impact of WW2 on Britain, explain why it led to greater global migration and the collapse of the Empire. Explain why Britain needed to join the ECC and the long-term impact on migration to Britain.	**Plan all three questions and right one. All 8 marks.** • **2 paragraphs on CONSEQUENCES** • **7+ Can you link to future events?** Explain the significance of WW2 on the collapse of the British Empire. Explain the significance of the Falkland Wars to Britain. Explain the significance of Britain's decision to join the ECC.

Chunk 5 – 25 minutes

USE YOUR WW1 REVISION GUIDE TO <u>COMPLETE ONE BOX IN EACH SECTION</u>.

SECTION 1 End of War		
Not sure?	**Getting there**	**Confident**
Create a series of flash cards on the following causes for the end of WW1: • Blockade • USA' Entry • Russian Revolution • Failure of Spring Offensive • New Technology • Leadership decisions of Foch and Haig	**Write a short paragraph to explain how three of these things led to the end of the war:** • Blockade • USA' Entry • Russian Revolution • Failure of Spring Offensive • New Technology • Leaders decisions of Foch and Haig	Plan this essay question in full. Include • Thesis Statement • 3 Paragraphs • Conclusion – which is most important? How do the events link? 'The Bolshevik* Revolution and the end to the war on two fronts was the main reason for the German defeat in 1918' How far do you agree? (16 marks) **Bolshevik = new Russion Government after the revolution*

SECTION 2 Reasons for Stalemate		
Not sure?	**Getting there**	**Confident**
Create a series of flash cards on the following causes of the stalemate: • Design of Trenches • Ineffective weapons and technology • Poor Leadership decisions (*consider that no one had planned for a long war*) • Failure of Schlieffen plan and war on two fronts • Russian mobilisation • Battle of Marne • Race to the Sea	**Write a short paragraph to explain how <u>three</u> of these things led stalemate:** • Design of Trenches • Ineffective weapons and technology • Poor Leadership decisions (*consider that no one had planned for a long war*) • Failure of Schlieffen plan and war on two fronts • Russian mobilisation • Battle of Marne • Race to the Sea	**Plan this essay question in full.** **Include** • Thesis Statement • 3 Paragraphs • Conclusion – which is most important? How do the events link? 'The unexpected introduction of trench warfare was the main reason for stalemate on the Western Front' How far do you agree? (16 marks)

SECTION 3 Start of War		
Not sure?	**Getting there**	**Confident**
Create a series of flash cards on the following causes of WW1: • Alliances • **Moroccan Crisis** • **Balkans Crisis** (Annexation of Bosnia AND Balkans Wars) • Anglo-German Naval Race • Militarism • Weltpolitik • Assassination of Franz Ferdinand • **Schlieffen Plan**	**Write a short paragraph to explain how <u>three</u> of these things led to the start of WW1:** • Alliances • **Moroccan Crisis** • **Balkans Crisis** (Annexation of Bosnia and Balkans Wars) • Anglo-German Naval Race • Militarism • Weltpolitik • Assassination of Franz Ferdinand • **Schlieffen Plan**	**Plan this essay question in full.** **Include** • Thesis Statement • 3 Paragraphs • Conclusion – which is most important? How do the events link? 'Alliances between European powers was the main reason the outbreak of war in 1914' How far do you agree? (16 marks)

Extra Self-Quizzing Resources for History

Migration Self Quizzing:

Which conservative PM enjoyed a boost in support following the Falklands War?	**Margaret Thatcher.**
Who did Britain fight against in the Falklands War?	**Argentina.**
What term refers to the idea that nations desire independence?	**Self-determination.**
Which nationalist leader helped India gain independence?	**Mahatma Gandhi.**
Where were many enslaved African people forced to work?	**Plantations.**
What was the name of the young Irish migrants who helped build roads?	**Navvies.**
Which organizations advertised jobs in the Caribbean post-WW2?	**NHS + TFL**
When did Britain join the EEC?	**1973**
Which country originally blocked Britain from joining the EEC?	**France.**
Where did many dentists and plumbers move to Britain from in the early 2000s?	**Eastern Europe / Poland**
Post-WW2, the British government wanted to focus on '_____ Britain.'	**Rebuilding.**
Which king lost the Angevin Empire to France?	**King John.**
Which monarch lost the Hundred Years' War?	**King Henry VI.**
Which French figure helped inspire the country to fight back in the Hundred Years' War?	**Joan of Arc.**
When did India gain independence?	**1947**

When was the American Declaration of Independence?	1776
Which group used violent tactics for several years to push for Kenyan/Ghanaian independence?	Mau Mau Rebels

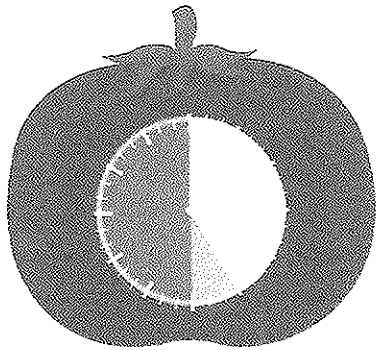
Normans Self Quizzing:

Why did Godwinson send the fyrd home in September 1066?	For the harvest.
When was the Battle of Stamford Bridge?	September 25, 1066.
When did William land at Pevensey?	September 28, 1066.
When was the Battle of Hastings?	October 14, 1066.
What was the name of the military technique used by William to break the Saxons' shield wall?	Feigned retreat.
What is the term for three lords, with extra powers, on the Welsh border?	Marcher lords.
When was the biggest rebellion against William's reign?	1069
What is the name for the violent revenge William used against the North of England?	Harrying of the North.
Which town was given two castles following the major rebellion in the North of England?	York.
When was the Earls' Revolt?	1075
Which former lords led a small rebellion against William in East Anglia in 1068?	Hereward the Wake
How many Anglo-Saxon earls had there been?	6
How many new Norman lords did William create?	200
Under the feudal system, land was not owned but it was _____ from the king.	borrowed
What was the name of the inheritance law when only eldest sons were allowed to inherit?	Primogeniture.
What language were government writs produced in?	English
What vows were the clergy (members of the church) expected to follow?	Rule of St Benedict
What was the name of the new type of strict monasteries introduced under William?	Cluniac Monasteries.
What was the name of the new church councils introduced by Lanfranc to ensure the church reformed?	Synods.
What is the special name for the leader of Durham, who combined the roles of earl and bishop?	Prince Bishop
How did St. Calais ensure that Durham Cathedral increased literacy in the region?	By building a library.
What is the style of building that reflected Roman rule?	Romanesque.
From above, the Cathedral at Durham was built in the shape of a _____.	Cross.
The large windows were designed to shed light on the holy center of the Cathedral, known as the _____.	Altar.
The ribbed vaults in the Cathedral were inspired by architecture from which region?	Middle East and Normandy
Durham Cathedral was built in the grounds of which other Norman building?	Durham Castle
Whose remains continued to be kept at Durham?	St. Cuthbert.
Upon the banks of which river was Durham Cathedral built?	River Wear.
Durham was chosen partly to protect from which nearby country?	Scotland.
The sheer height of the Cathedral would have _____ local Anglo-Saxons.	Intimidated
The economy benefited from the Cathedral as _____ would have spent money visiting.	Pilgrims

WW1 Self Quizzing:

Which conference gave France special rights in Morocco?	The Algeciras Conference.
Which countries signed the Entente Cordiale in 19???	France and Britain - 1904
Which country doubled in size following the Balkan Wars in 19???	Serbia - 1913
What was the name of the ship launched in 1908?	Dreadnought.
When was the Second Moroccan Crisis?	1911
Who was assassinated in 1914?	Archduke Franz Ferdinand.
Which General led the failed bombardment at the Somme?	General Haig.
What were German dug-outs reinforced with?	Concrete
Which plan failed and led to the development of trench warfare?	The Schlieffen Plan.
Why were tanks largely ineffective in the early part of WW1?	Muddy terrain (e.g. Passchendaele)
How many bullets per second could machine guns fire?	10
How many British troops died on the first day of the Somme?	20,000
The Gallipoli campaign was an attempt by Britain to supply its ally _____.	Russia.
How many German civilians died as a result of the blockade?	420,000
When did the blockade begin?	1914
What policy did the Germans introduce in an attempt to end the blockade?	Unrestricted submarine warfare.
The 1917 revolution in _____ effectively ended the war on two fronts.	Russia.
The Zimmerman Telegram proposed an alliance between which countries?	Germany and Mexico.
The Kaiser abdicated following a _____ by the navy and army.	mutiny
The US arrival in 1918 provided how many fresh troops?	50,000 a month
The Allies were united by which French General at the end of the war?	General Foch.
How close did the Germans get to Paris during the Spring Offensive?	64km
Between May and August 1918, no progress was made by the Germans; this is known as the _____ Days.	The Hundred Days.
When did the armistice come into effect on November 11, 1918?	11:00am

Pomodoro Technique



25 min working
5 min resting

LATIN: Year 11

October Half-Term Homework

Name:.....

Teacher:.....

Chunk	Activity	Score
1	Vocab quizzing; grammar practice; civ quizzing	/35
2	Vocab quizzing; Q5 practice; civ quizzing	/35
3	Vocab quizzing; grammar practice; civ quizzing	/35
4	Vocab quizzing; Q5 practice; civ quizzing	/35
5	Vocab quizzing; grammar practice; civ 6 mark qu	/35

REVISION TASK 1

A: Vocabulary (10 mins)

Copy out the following words. Make sure you copy the English and Latin.

Latin	English	Latin	English	Latin	English
e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet
adeo	so much, so greatly				
cogito	I think				
cognosco	I get to know, find out				
conficio	I finish, wear out				
conspicio	I notice				
constituo	I decide				
eius	his/her/its, of him/her/it				
impero	I order, command				
iter	journey				
iterum	again				
pauci	a few				
plurimus	very much, very many				
quod	because, which				
tam	so				
ubi	when, where(?)				

Without looking back, translate the following. Add words you did not know to your vocab book.

i. *iterum* .....
ii. *pauci* .....
iii. *eius* .....
iv. *cogito* .....
v. *constituo* .....
vi. *cognosc* .....
vii. *plurimus* .....
viii. adeo .....
ix. *tam* .....
x. *conficio* .....
xi. *ubi* .....
xii. *impero* .....
xiii. *quod* .....
xiv. *conspicio* .....
xv. *iter* .....

[/15]

REVISION TASK 1

B: Grammar (5 mins)

i. *regi imperavit.* = The king ordered. / He/she ordered the king. ?

ii. *cognoverunt.* = They thought / they forced / they found out. ?

iii. *putavissent.* = imperfect subjunctive / pluperfect subjunctive ?

iv. *hostes duci persuaserunt ut iter faceret.* = (purpose clause / indirect command) and means (The enemy persuaded the leader in order to make a journey. / The enemy persuaded the leader to make a journey.)

[/5]

C: Civilisation (10 mins)

Revise **Qs 1-10** of your 50 Qs knowledge organiser and then answer the following questions:

i. When and by whom was Rome founded?

.....

ii. How many hills of Rome are there?

.....

iii. What are the benefits of Rome's location?

.....

iv. How did Rome develop across the imperial period?

.....

v. How did Nero help the Romans after the Great Fire of AD 64?

.....

[/5]

REVISION TASK 2

A: Vocabulary (10 mins)

Copy out the following words. Make sure you copy the English and Latin.

Latin	English	Latin	English	Latin	English
e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet
cogo	I force, compel				
coegi	I forced, compelled				
confectus	(having been) worn out				
constituo	I decide				
cum	with, when, since				
eorum	their, of them				
imperator	emperor, **commander**				
maior, maius	bigger, greater				
mille	thousand				
quam	than, whom, which				
se	him/her/it(self), them(selves)				
suus	his/her/its/their (own)				
suos, suis	his/her/their men				
tamen	however				
tot	so many				

Without looking back, translate the following. Add words you did not know to your vocab book.

i. *tamen* .....

ii. *cum* .....

iii. *suus* .....

iv. *imperator* .....

v. *constituo* .....

vi. *eorum* .....

vii. *confectus* .....

viii. *mille* .....

ix. *se* .....

x. *suos, suis* .....

xi. *coegi* .....

xii. *maior* .....

xiii. *quam* .....

xiv. *tot* .....

xv. *cogo* .....

[/15]

REVISION TASK 2

B: Grammar (Q5 Practice) (5 mins)

iam Dido vulnus gravissimum et ignem maximum sentiebat. non iam Aeneas Italiam quaerere volebat. itaque Iuppiter iratus Mercurium, filium suum, ad Aeneam admisit. deus hominem, qui muros circum urbem faciebat, invenit et dixit.

i. Write down one Latin word from the passage that is a superlative adjective. [1]

.....

ii. Write down one Latin verb from the passage that is an infinitive. [1]

.....

iii. Write down one Latin word from the passage that is nominative singular. [1]

.....

iv. Write down one Latin verb from the passage that is in the perfect tense. [1]

.....

v. Write down the Latin noun that *suum* (line 2) describes. [1]

.....

[/5]

C: Civilisation (10 mins)

Revise **Qs 21-30** of your [illegible] knowledge organiser and then answer these questions:

i. Why were *insulae* dangerous?

.....

ii. Describe the *domus aurea* and the reasons it caused controversy.

.....

iii. What did a poor Roman's diet consist of?

.....

iv. What is the difference between the number of aqueducts in the 1st century vs the 3rd?

.....

v. What was life like for wealthy Romans?

.....

[/5]

REVISION TASK 3

A: Vocabulary (10 mins)

Copy out the following words. Make sure you copy the English and Latin.

Latin	English	Latin	English	Latin	English
e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet
ceteri	the rest				
coactus	(having been) forced)				
coepi	I begin				
cogito	I think				
cognosco	I get to know, find out				
conficio	I finish, wear out				
conspicio	I notice				
imperium	empire, power				
minor, minus	smaller, less				
quod	because, which				
talis	(of) such (a kind)				
tamen	however				
tandem	finally, at last				
tantus	so great, such (a) great				
tot	so many				

Without looking back, translate the following. Add words you did not know to your vocab book.

i. *minor* .....
ii. *tamen* .....
iii. *imperium* .....
iv. *cognosco* .....
v. *conspicio* .....
vi. *conficio* .....
vii. *tandem* .....
viii. *talis* .....
ix. *quod* .....
x. *tot* .....
xi. *coepi* .....
xii. *coactus* .....
xiii. *cogito* .....
xiv. *ceteri* .....
xv. *tantus* .....

[/15]

REVISION TASK 3

B: Grammar (5 mins)

i. *petens* = they seek / I am seeking / seeking / having been seeking ?

ii. *coacti sunt* = they are forced / they forced / they were forced ?

iii. *cognovit.* = he/she/it thought / he/she/it gets to know / he/she/it thinks / he/she/it got to know ?

iv. In an indirect command, *ut* = to/that / (in order) to/so that / as/like ?

v. *suis persuadebant.* = His men were persuading. / They were persuading his men. ?

[/5]

C: Civilisation (10 mins)

Revise **Qs 31-40** of your 30 Qs knowledge organiser and then answer these questions:

i. How were arches built?

.....

ii. What does the Arch of Titus commemorate?

.....

iii. How did the Romans improve concrete?

.....

iv. Who were the Haterii?

.....

v. What sport would Romans watch at the Circus Maximus?

.....

[/5]

REVISION TASK 4

A: Vocabulary (10 mins)

Copy out the following words. Make sure you copy the English and Latin.

Latin	English	Latin	English	Latin	English
e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet
cogo	I force, compel				
coegi	I forced, compelled				
coepi	I begin				
confectus	(having been) worn out				
constituo	I decide				
eius	his/her/its, of him/her/it				
eorum	their, of them				
imperator	emperor, **commander**				
iter	journey				
maior, maius	bigger, greater				
quam	than, whom, which				
suus	his/her/its/their (own)				
tam	so				
tandem	finally, at last				
tantus	so great, such (a) great				

Without looking back, translate the following. Add words you did not know to your vocab book.

i. *iter* .....

ii. *imperator* .....

iii. *eorum* .....

iv. *tantus* .....

v. *maior, maius* .....

vi. *tam* .....

vii. *constituo* .....

viii. *cogo* .....

ix. *suus* .....

x. *coegi* .....

xi. *confectus* .....

xii. *coepi* .....

xiii. *tandem* .....

xiv. *eius* .....

xv. *quam* .....

[/15]

REVISION TASK 4

B: Grammar (Q5 Practice) (5 mins)

servum igitur vocavit. ubi servus advenit, cistam portabat. custos servum rogavit:

'quid portas?' 'cibum porto.' respondit, 'regina cenam consumere cupit.'

i. Explain why servum (line 1) and servus (line 1) have different endings. [2]

.....

ii. Write down one Latin verb from the passage that is in the perfect tense. [1]

.....

iii. Write down one Latin verb from the passage that is in the present tense. [1]

.....

iv. Write down one Latin verb from the passage that is in the imperfect tense. [1]

.....

[/5]

C: Civilisation (10 mins)

Revise **Qs 41-50** of your 3rd Qs knowledge organiser and then answer these questions:

i. Where was the Roman Forum?

.....

ii. What information could be found in the forum?

.....

iii. Name the three functions of the forum and give an example of each.

.....

iv. Where was the Forum Boarium?

.....

v. Why did leaders build their own fora?

.....

[/5]

REVISION TASK 5

A: Vocabulary (10 mins)

Copy out the following words. Make sure you copy the English and Latin.

Latin	English	Latin	English	Latin	English
e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet	e.g. *saluto*	e.g. I greet
adeo	so much, so greatly				
ceteri	the rest				
coactus	(having been) forced				
cum	with; when, since				
imperium	empire, command				
impero	I order, command				
iterum	again				
mille	thousand				
minor, minus	smaller, less				
pauci	a few				
plurimus	very much, very many				
se	him/her/it(self), them(selves)				
suos, suis	his/her/their men				
talis	(of) such (a kind)				
ubi	when, where(?)				

Without looking back, translate the following. Add words you did not know to your vocab book.

i. *mille* .....
ii. *adeo* .....
iii. *imperium* .....
iv. *coactus* .....
v. *impero* .....
vi. *cum* .....
vii. *minor, minus* .....
viii. *ceteri* .....
ix. *talis* .....
x. *ubi* .....
xi. *suos, suis* .....
xii. *pauci* .....
xiii. *se* .....
xiv. *plurimus* .....
xv. *iterum* .....

[/15]

REVISION TASK 5

B: Grammar (5 mins)

i. *ceperat* = he/she/it takes / he/she/it took / he/she/it had taken ?

ii. *feminam conspiciens* = the woman was noticing / noticing the woman / they notice the woman ?

iii. A 'so' or 'such' word is a signpost for (purpose clauses / indirect commands / result clauses).

iv. *duces conspexit.* = The leader noticed. / The leaders noticed. / He/she/it noticed the leader. / He/she/it noticed the leaders. ?

[/4]

C: Civilisation (10 mins)

Answer the question below. (You can use your 59 Qs KO to help you).

Why were the fora important to Rome? Make **three** points and explain your views. [6]

.....

.....

.....

.....

.....

.....

.....

.....

.....