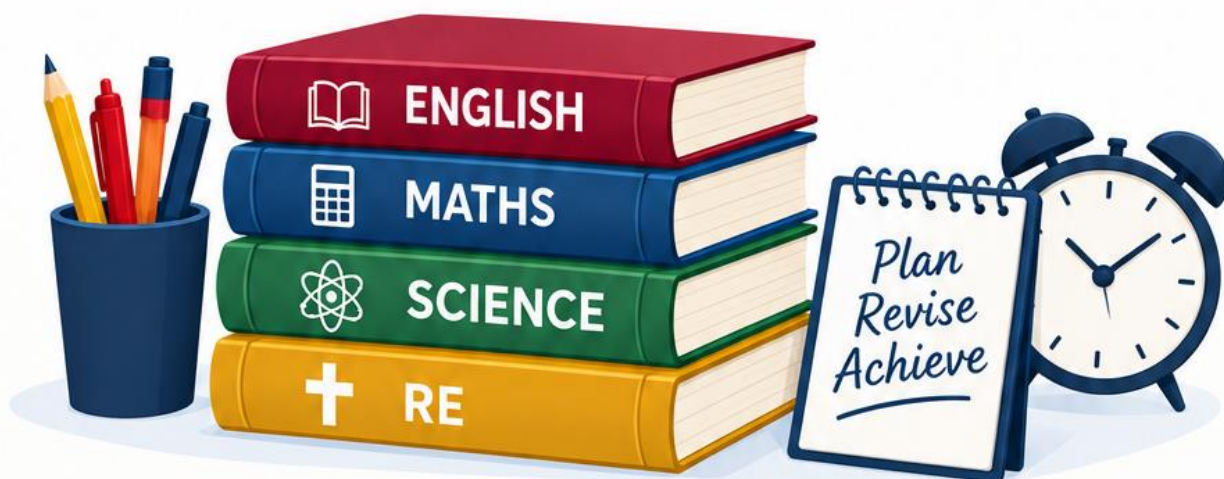




**Cardinal Heenan
Catholic High School**

Y11 Home Curriculum

Parent Handbook



A week-by-week guide to the minimum expectation for GCSE core subject revision. The main goal of this booklet is to form healthy study habits. Once this is achieved, students should revise for their core subjects more comprehensively and beyond the content covered in this booklet.

Students should manage their time to fit in time for their other subjects and should be prepared to be assessed in class in subsequent weeks on the content of this booklet.

Week 1	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	Macbeth
Topic Area	Act 1

Key Questions

- 1) Who tells Macbeth that he will one day become King of Scotland?
- 2) Why does Macbeth begin to think about murdering King Duncan?
- 3) How does Lady Macbeth influence Macbeth's decisions?
- 4) What crime does Macbeth commit to gain the throne?
- 5) How does Macbeth cover up his actions after Duncan's death?
- 6) Why does Macbeth become suspicious of Banquo?
- 7) What happens to Banquo, and why is this important to the story?
- 8) How do Macbeth's actions affect Scotland during his reign?
- 9) What role do the witches' prophecies play in Macbeth's downfall?
- 10) How is Macbeth finally defeated, and who becomes king at the end of the play?

Answers

1. The Three Witches.
2. The witches prophesy that he will become king, which awakens his ambition.
3. She manipulates and pressures him, questioning his courage and masculinity.
4. He murders King Duncan.
5. He frames Duncan's guards by planting the bloody daggers on them.
6. The witches predict that Banquo's descendants will become kings.
7. Macbeth has Banquo murdered, but Fleance escapes, meaning the witches' prophecy could still come true.
8. Scotland becomes a place of fear, violence and suffering under Macbeth's tyrannical rule.
9. Their prophecies encourage Macbeth's ambition and later give him false confidence, contributing to his downfall.
10. Macduff kills Macbeth, and Malcolm becomes King of Scotland.

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Week 1	
Day 3	
Subject	Science
Paper	Biology paper 1
Unit	Unit 1 – Cell Biology
Topic Area	Microscopy required Practical - use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.

Key Questions

1. What do we call the part of the microscope that we place the slide on?
2. If the eyepiece was x10 and the objective lens was x40 by how much has the image been magnified?
3. Why do we use a stain on the onion cells?
4. Do you focus initially on the highest or lowest magnification first?
5. Why do we lower the cover slip at an angle onto the specimen and slide?
6. How do we get the light to focus on the specimen?
7. List 3 things that you must NOT do when drawing a scientific diagram?
8. Why do we only use a thin layer of onion?

Answers

1. Stage
2. $10 \times 40 = \text{magnified } \times 400$
3. To make the cell wall and nucleus visible
4. Lowest
5. To remove / reduce air bubbles
6. Turn on the microscope or shine a light on the mirror and reflect through the specimen
7. Shading / sketching / overlap label lines
8. To allow the light to pass through.

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Week 1	
Day 4	
Subject	RE
Paper	One Catholic Christianity
Unit	Creation
Topic Area	Art in Creation

Further Questions

1. What does the term *Imago Dei* mean, and why is it important to Catholic beliefs about human beings?
2. What does *sanctity of life* mean?
3. How does the belief that humans are made in the image of God affect the way Christians should treat other people?
4. How does Michelangelo's *Creation of Adam* show Christian beliefs about God and creation?
5. How does Koder's artwork present the idea of creation and the relationship between God and humanity?
6. What is meant by the term *stewardship* and how does it relate to caring for creation?
7. How can the belief that God created the world affect the way Christians treat the environment?
8. Explain how the creation story in Genesis supports the belief that God is the creator of the universe.
9. Give reasons why some Christians believe the Genesis creation story should be understood literally and reasons why others believe it should be understood symbolically.
10. "The most important message of creation is that human beings have a responsibility to care for the world." Evaluate this statement.
In your answer, refer to Imago Dei, stewardship, Scripture and Christian teaching.

Answers

1. Imago Dei is Latin for "image of God." It comes from Genesis 1:27, God created human beings "in his own image."

It is important because every human being has inherent dignity and value because they are created by God. Catholics believe that human life is sacred and should be respected from conception until natural death. Humans also have a special relationship with God and a responsibility to use their abilities to care for creation.

2. The sanctity of life means that human life is sacred and has inherent value because it is created by God.

3. Christians should recognize that every human being has equal dignity and value. They should treat others with love, compassion, respect and justice, regardless of differences such as wealth, race, age, or social status. Jesus' teaching to "love your neighbour as yourself" supports this idea.

4. Michelangelo's *Creation of Adam* depicts God reaching towards Adam and giving him life. Touching hands can represent the close relationship between God and humanity. Adam is shown receiving life from God, supporting the Catholic belief that God is the creator and source of human life. The painting therefore communicates that human life is created by God, dependent on God and valuable to God.

5. Koder's artwork presents creation as an act of God in which humanity has a special relationship with the Creator.

The artwork can be understood as showing humans as dependent upon God for their existence. This reflects the Catholic belief that God is the source of all creation and that human beings have a unique dignity because they are created in God's image.

It can also suggest that humans have a responsibility towards creation. Since God created the world, humans should not simply exploit it but should care for it as part of their responsibility as God's creation.

6. Stewardship means that humans have been given responsibility for looking after God's creation.

Catholics believe that God owns creation and humans have been entrusted with caring for it. This means people should use the Earth's resources responsibly and sustainably, rather than unnecessarily destroying or exploiting them.

7. If Christians believe that God created the world, they may see creation as something valuable and worthy of respect.

They may therefore try to:

- Reduce pollution and waste.
- Protect animals and natural habitats.
- Use resources responsibly.
- Avoid unnecessary destruction of the environment.
- Encourage others to care for the planet.

Catholic teaching on stewardship says that humans have a responsibility to care for God's creation. Pope Francis also emphasises environmental responsibility in *Laudato Si'*.

The belief that creation belongs to God means humans should act as stewards rather than owners who can exploit it without limits.

8. Genesis 1 begins with the creation of the heavens and the Earth. God creates through his word, repeatedly saying things such as “*Let there be light.*”

Creation is taking place in an ordered sequence, including light, sky, land, plants, animals and finally human beings.

The creation of humans is significant because Genesis says: “*God created mankind in his own image.*” — Genesis 1:27

This supports the Catholic belief that God is the creator of everything that exists.

Genesis 1:1 states:

“In the beginning God created the heavens and the earth.”

The account therefore establishes God as the ultimate source of the universe and all life.

9. Some Christians believe Genesis should be understood literally because:

- Genesis presents itself as an account of God's creation of the world.
- The Bible is considered the Word of God, so some Christians believe its statements should be accepted as fact.
- Genesis gives a specific sequence of creation over six days.
- A literal interpretation supports belief in God as the direct creator of the universe.
- Some Christians believe accepting parts of Genesis symbolically could undermine the authority of Scripture.

Other Christians believe Genesis should be understood symbolically because:

- The main purpose may be to teach religious truths about God, rather than provide a scientific explanation of the universe.
- Scientific evidence supports the Big Bang theory and evolution, which many Christians accept as compatible with belief in God.
- The six days could represent stages or periods of creation rather than six 24-hour days.
- The language and structure of Genesis can be interpreted as theological and poetic.
- Catholics can accept scientific explanations while still believing that God is the ultimate creator.

10 Arguments supporting the statement:

- Humans have a responsibility to care for the world.
- Genesis 2:15 says that God put Adam in the Garden of Eden “*to work it and take care of it.*” This supports the Catholic idea of stewardship.
- Humans have been entrusted with God's creation and should protect the environment.
- Humans are created in God's image and have a special role within creation. Genesis 1:28 says that humans should “*rule over*” creation.
- Catholic teaching also stresses environmental responsibility. In *Laudato Si'*, Pope Francis argues that humans have a responsibility to care for “our common home.”

Arguments against the statement

- Caring for the environment may not be considered the most important message of creation. Genesis primarily teaches that God is the creator. Genesis 1:1 states, *“In the beginning God created the heavens and the earth.”* Therefore, the central message could be that everything depends upon God and that creation is part of his plan.
- The sanctity and dignity of human life. Genesis 1:27 teaches that humans are made in the image of God. Creation teaches Christians not only to care for the planet but also to recognise the special value and dignity of every human being.
- Creation also demonstrates that God is good and loving, Genesis repeatedly states that God saw that it was “good.” This can encourage Christians to appreciate creation and recognise God's goodness.

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Week 2	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	Macbeth
Topic Area	Act 1

Key Questions

1. Where do the three witches plan to meet Macbeth?
2. Who is reported to King Duncan as fighting bravely in battle?
3. Why is the Thane of Cawdor stripped of his title?
4. What prediction do the witches make about Macbeth?
5. What prediction do the witches make about Banquo?
6. How does Macbeth react when Ross and Angus tell him he is now the Thane of Cawdor?
7. Why does King Duncan announce Malcolm as the Prince of Cumberland?
8. How does Lady Macbeth respond when she reads Macbeth's letter about the witches' prophecies?
9. What advice does Lady Macbeth give Macbeth before Duncan arrives at their castle?
10. What decision does Macbeth make at the end of Act 1 regarding King Duncan?

Answers

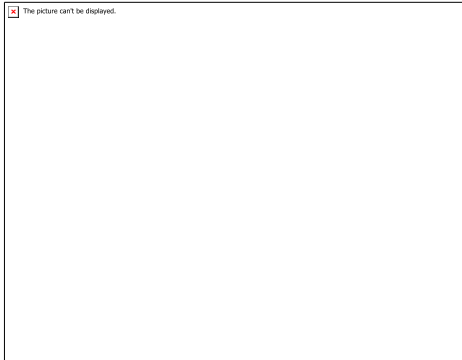
- 1) On the heath.
- 2) Macbeth.
- 3) He betrayed King Duncan by committing treason.
- 4) Macbeth will become Thane of Cawdor and eventually King of Scotland.
- 5) Banquo will not be king, but his descendants will become kings.
- 6) He is shocked because part of the witches' prophecy has immediately come true.
- 7) To name Malcolm as his heir to the throne.
- 8) She becomes excited by the prophecy and immediately begins thinking about how Macbeth can become king.
- 9) She tells him to appear innocent and welcoming while hiding his true intentions.
- 10) Macbeth decides to murder King Duncan.

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Week 2	
Day 2	
Subject	Maths
Paper	More likely on calculator papers
Unit	Statistics
Topic Area	Mean and mode from tables

Key Questions

- Write down the mode (most common – the one with the highest frequency)
- Work out the mean for each of the grouped frequency tables below. (MMAAD)



Duration (years)	Frequency
$0 \leq d < 10$	9
$10 \leq d < 20$	13
$20 \leq d < 30$	16
$30 \leq d < 40$	2

Mass	Frequency
$20 < m \leq 25$	12
$25 < m \leq 30$	24
$30 < m \leq 35$	17
$35 < m \leq 40$	15
$40 < m \leq 45$	4

Answers

Money Withdrawn	Frequency
£10	16
£20	19
£30	4
£40	3
£50	6
£60	2

160
 380
 120
 120
 300
 120

 50 1200

$1200 \div 50$
 $= 24$

(a) $710 \div 40 = 17.75$

Duration (years)	Frequency	fx
$0 \leq d < 10$ 5	9	45
$10 \leq d < 20$ 15	13	195
$20 \leq d < 30$ 25	16	400
$30 \leq d < 40$ 35	2	70
	40	710

(c) $2215 \div 72 = 30.7639$

Mass	Frequency	fx
$20 < m \leq 25$ 22.5	12	270
$25 < m \leq 30$ 27.5	24	660
$30 < m \leq 35$ 32.5	17	552.5
$35 < m \leq 40$ 37.5	15	562.5
$40 < m \leq 45$ 42.5	4	170
	72	2215

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Week 2	
Day 3	
Subject	Science
Paper	Chemistry Paper 1
Unit	Unit 1 – Atomic Structure
Topic Area	Atoms

Key Questions

1. Name the 3 subatomic particles that make up an atom
2. Write the charge of each subatomic particle
3. Write the relative mass of each subatomic particle
4. Describe where you would find each subatomic particle
5. What does the atomic number tell you? This can be called the proton number
6. What does the mass number tell you
7. Work out the number of protons, neutrons and electrons for lithium and carbon
8. Explain why atoms have no overall charge

Answers

1. Proton, neutron and electron
2. Proton = positive
Neutron = neutral
Electron = negative
3. Proton = 1
Neutron = 1
Electron = almost 0
4. Protons and neutrons exist in the nucleus . Electrons exist on shells/ orbitals
5. Number of protons
6. Number of protons and neutrons
7. Carbon contain 6 protons, 6 electrons and 6 neutrons
8. The number of positive protons is equal to the number of negative electrons

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Week 2	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Creation
Topic Area	Genesis 1 & 2

Key Questions

1. What does *Imago Dei* mean?
2. Give two beliefs about God that are shown in Genesis 1.
3. What is the name used for God in Genesis 1, and what name is used in Genesis 2?
4. What does the term *anthropomorphic* mean?
5. According to Genesis 1:31, how does God describe his creation?
6. Explain why Catholics do not necessarily interpret Genesis 1 and 2 as a literal scientific account of creation.
7. Explain how the belief that humans are made in the *image of God* influences the way Christians treat other people.
8. Why might some Christians believe that the Genesis accounts contradict scientific explanations such as the Big Bang and evolution?
9. Explain two ways in which belief in God as Creator influences the way Catholics live today.
10. "Humans are made in the image of God." How far do you agree?
Use ideas from the revision sheet to give one argument supporting the statement and one argument challenging it.

Answers

1. *Imago Dei* is Latin for "image of God." Catholics believe that human beings are made in the image and likeness of God.
2. God is omnipotent (all-powerful) because he creates the universe simply by commanding things to exist. God is the Creator of everything.
3. Genesis 1: God is referred to as Elohim. Genesis 2: God is referred to as Yahweh often translated as "the LORD."
4. Describing God using human characteristics or qualities.
5. God sees that his creation is "very good."
6. Catholics do not have to interpret Genesis literally because its main purpose is to teach religious truths about God and humanity, rather than explain the scientific process of creation. The Catholic Church accepts that scientific theories such as the Big Bang and evolution can be compatible with belief in God. Therefore, Genesis can be understood as containing symbolic or theological teachings rather than being a scientific textbook.
7. Christians should treat others with respect, love and equality. Christians are encouraged to oppose discrimination and prejudice and to help people who are vulnerable or suffering.
8. Some Christians interpret Genesis literally, believing that God created the world in the way described in Genesis. This may appear to conflict with the Big Bang, which describes the universe developing from an extremely hot, dense state, and evolution.
9. Caring for the environment:
Humans have a responsibility to care for creation. They can reduce waste, protect nature and use resources responsibly. Respecting human life: God is the Creator of human life and life has sanctity and dignity. This influences Catholics to oppose actions such as abortion and euthanasia and encourages them to protect and care for vulnerable people.
10. Argument supporting the statement:
11. Catholics believe humans are made in the *Imago Dei*. *Meaning humans* have a special dignity and value because they reflect God. Catholics believe every person should be treated with love, equality and respect.
Argument challenging the statement:
12. Humans cannot literally be an image of God because God is spiritual and transcendent, humans are physical beings. The phrase could therefore be understood symbolically, meaning that humans share certain qualities associated with God, such as the ability to love, reason and make moral choices, rather than physically resembling God.

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Week 3	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	Macbeth
Topic Area	Act 2

Key Questions

1. What vision does Macbeth see before he goes to Duncan's chamber?
2. Why does Macbeth think he can see the dagger?
3. What signal does Lady Macbeth give Macbeth to tell him it is time to kill Duncan?
4. What does Macbeth hear after he murders Duncan?
5. Why is Macbeth unable to say "Amen" after hearing the servants pray?
6. What mistake does Macbeth make after killing Duncan?
7. Why does Lady Macbeth return to Duncan's chamber herself?
8. Who discovers King Duncan's body?
9. Why do Malcolm and Donalbain decide to flee Scotland?
10. Where do Malcolm and Donalbain go after Duncan's murder?

Answers

- 1) A floating dagger pointing towards Duncan's chamber.
- 2) He believes it is caused by his anxious and guilty mind.
- 3) She rings a bell.
- 4) A voice crying, "Sleep no more! Macbeth does murder sleep."
- 5) He feels too guilty and sinful after murdering Duncan.
- 6) He brings the bloody daggers back with him.
- 7) To return the daggers and smear Duncan's guards with blood.
- 8) Macduff.
- 9) They fear that whoever murdered Duncan may try to kill them next.
- 10) Malcolm goes to England and Donalbain goes to Ireland.

Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

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Week 3	
Day 2	
Subject	Maths
Paper	Any
Unit	Number
Topic Area	Standard form

Key Questions

Question 1: Write each of the following numbers in standard form.

- (a) 40000 (b) 2000000 (c) 8000000 (d) 7000
 (e) 100000000 (f) 900 (g) 250000 (h) 1900

Question 2: Write each of the following as ordinary numbers

- (a) 3×10^4 (b) 9×10^3 (c) 6×10^6 (d) 2×10^{10}
 (e) 5×10^7 (f) 1.2×10^2 (g) 2.9×10^5 (h) 8.4×10^8

Question 3: Write each of the following numbers in standard form.

- (a) 0.002 (b) 0.0005 (c) 0.9 (d) 0.00000004
 (e) 0.00065 (f) 0.0022 (g) 0.0361 (h) 0.000558

Question 4: Write each of the following as ordinary numbers

- (a) 2×10^{-3} (b) 7×10^{-2} (c) 3×10^{-6} (d) 9×10^{-8}
 (e) 4.8×10^{-4} (f) 6.7×10^{-3} (g) 9.2×10^{-6} (h) 4.1×10^{-2}

Question 7: Work out the answers to the following multiplications.
 You may not use a calculator.

- (a) $2 \times 10^3 \times 3 \times 10^4$ (b) $(4 \times 10^8) \times (2 \times 10^5)$ (c) $1.2 \times 10^4 \times 6 \times 10^4$
 (d) $(3 \times 10^{-9}) \times (3 \times 10^3)$ (e) $4 \times 10^{-7} \times 3 \times 10^{-2}$ (f) $6 \times 10^{10} \times 4 \times 10^8$

Answers

a) 4×10^4	b) 2×10^6	c) 8×10^6	d) 7×10^3
e) 1×10^8	f) 9×10^2	g) 2.5×10^5	h) 1.9×10^3
a) 30,000	b) 9000	c) 6,000,000	d) 20,000,000,000
e) 50,000,000	f) 120	g) 290,000	h) 840,000,000
a) 2×10^{-3}	b) 5×10^{-4}	c) 9×10^{-1}	d) 4×10^{-8}
e) 6.5×10^{-4}	f) 2.2×10^{-3}	g) 3.61×10^{-2}	h) 5.58×10^{-4}
a) 0.002	b) 0.07	c) 0.000003	d) 0.00000009
e) 0.00048	f) 0.0067	g) 0.0000092	h) 0.041
a) 6×10^7	b) 8×10^{13}	c) 7.2×10^8	
d) 9×10^{-6}	e) 1.2×10^{-8}	f) 2.4×10^{19}	

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Week 3	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Energy
Topic Area	Energy Stores and Conservation of Energy

Key Questions

1. What store of energy do hotter objects store more of than colder objects?
2. What kind of objects store elastic potential energy?
3. What kind of energy store is there between two charged objects?
4. What is the strength of gravity on Earth? _____ N/kg
5. When friction causes energy to be dissipated, what store of energy is it dissipated as?
6. What kind of energy store does a lithium battery have?

Answers

1. Thermal energy
2. Squashed or stretched objects
3. Electrostatic energy
4. 9.8 N/kg
5. Thermal energy
6. Chemical energy

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Week 3	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Creation
Topic Area	Sources of Authority

Key Questions

1. What are the **two main sections** of the Bible?
2. Name **four literary forms** found in the Old Testament.
3. What do Catholics mean by the **inspiration of Scripture**?
4. What is meant by the term **myth** when describing the Catholic interpretation of Genesis?
5. Explain **two reasons why Catholics believe the Bible is the Word of God**.
6. Explain **two differences between a Catholic interpretation of Genesis and a literalist/fundamentalist interpretation**.
7. Explain the Catholic teaching of **Natural Law**.
8. Explain why Catholics believe **human reason** is important when making moral decisions.

9.

"If Catholics believe Genesis is the Word of God, they must believe that God created the world in exactly six 24-hour days."

Using your knowledge of **Catholic interpretations of Genesis**, explain how you would respond.

10.

A Catholic is asked:

"How can you believe in God if scientists say the universe began with the Big Bang?"

Write a short response using the **HOW / WHY** distinction between science and religion.

Answers

1. Old Testament & New Testament

2. Four examples can be from any of the following: Myth, Poetry, Wisdom literature, Historical narrative, prophecy, law and psalms.

3. The Holy Spirit inspired the human authors of the Bible. God guided them so that Scripture teaches the truths God wanted to communicate.

4. A myth is a story that uses symbolic language and imagery to communicate important religious truths. Catholics can understand Genesis as teaching truths about God, creation and humanity without believing every detail is a literal historical or scientific description.

5. The Bible has Divine inspiration, the Holy Spirit inspired the human authors of Scripture, but God is its ultimate source. Secondly, It reveals God's truth: The Bible contains God's revelation to humanity, teaching people about God, his relationship with creation and how humans should live.

6. Catholics do not necessarily believe the six days in Genesis represent six literal 24-hour periods. They may understand them symbolically. A literalist interpretation is more likely to understand the six days as actual days. Secondly the Relationship with science: Catholics can accept scientific explanations such as the Big Bang and evolution, while believing that God is ultimately responsible for creation. A fundamentalist interpretation may reject scientific explanations if they appear to contradict a literal reading of Genesis.

7. Natural Law is the belief that God has given human beings the ability to use reason to understand what is morally right and wrong. Humans can recognise basic moral principles, such as preserving life, forming relationships, and seeking truths. St Thomas Aquinas, taught that humans should use reason to fulfil their purpose.

8. Catholics believe God gave humans free will and the ability to reason. People should think carefully about the consequences of their actions and use reason to determine what is morally right.

Reason helps Catholics apply principles such as Natural Law to difficult situations. However, reason is used alongside Scripture, Church teaching and conscience.

9. A Catholic would disagree with this statement. Catholics believe the Bible is inspired by God, but they do not have to interpret every passage literally. Genesis can use myths and symbolism to communicate religious truths. For example, the six days can symbolise the order and purpose of God's creation rather than six literal 24-hour periods. Genesis teaches that God is the Creator and that creation is good, which are more important religious teachings than giving a scientific explanation of exactly how creation happened. Catholics can accept scientific theories such as the Big Bang and evolution while still believing that God is the ultimate Creator.

10. Science and religion answer different types of questions. Science asks HOW the universe developed and can use evidence to explain processes such as the Big Bang. Religion asks WHY the universe exists and what its purpose is. Catholics can therefore accept the Big Bang as an explanation of how the universe began and developed, while believing that God is the ultimate cause and creator of the universe.

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Week 4	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	Macbeth
Topic Area	Act 3

Key Questions

1. Why is Banquo suspicious of Macbeth at the beginning of Act 3?
2. What do the witches' prophecies predict about Banquo's family?
3. Why does Macbeth arrange for Banquo and Fleance to be attacked?
4. How does Macbeth persuade the murderers to kill Banquo?
5. What happens during the attack on Banquo and Fleance?
6. Why is Macbeth pleased and disappointed after speaking to the murderers?
7. What appears at Macbeth's banquet and frightens him?
8. How do Macbeth's guests react to his behaviour at the banquet?
9. What explanation does Lady Macbeth give the guests for Macbeth's strange actions?
10. What does Macbeth decide to do at the end of Act 3?

Answers

- 1) He suspects Macbeth murdered Duncan to become king.
- 2) Banquo's descendants will become kings.
- 3) To stop the prophecy about Banquo's family coming true.
- 4) He convinces them that Banquo is responsible for their misfortunes.
- 5) Banquo is killed, but Fleance escapes.
- 6) He is pleased Banquo is dead but disappointed Fleance survived.
- 7) Banquo's ghost.
- 8) They are shocked and confused by his behaviour.
- 9) She says he has suffered from these fits since childhood.
- 10) He decides to visit the witches again.

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Week 4	
Day 2	
Subject	Maths
Paper	Any
Unit	Algebra
Topic Area	Linear graphs

Key Questions

Draw the following graphs

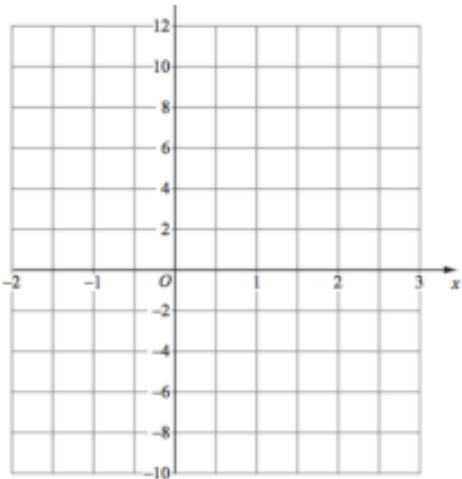
(a) $y = 2x + 4$

x	-2	-1	0	1	2	3
y						

(b) $y = 4x - 2$

x	-2	-1	0	1	2	3
y						

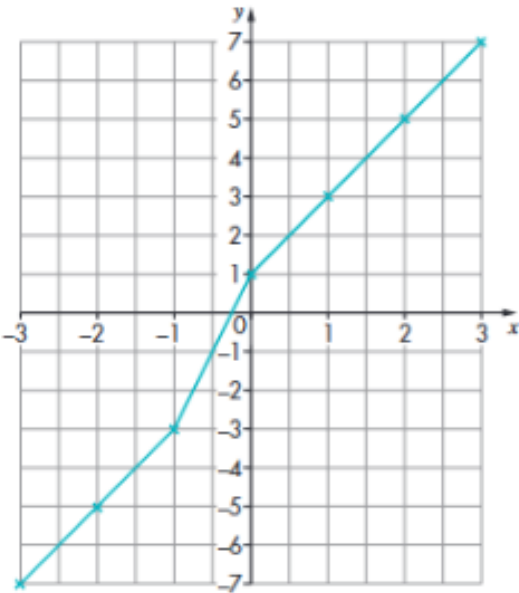
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Liam has completed a table for the equation $y = 2x + 1$ and drawn a graph.

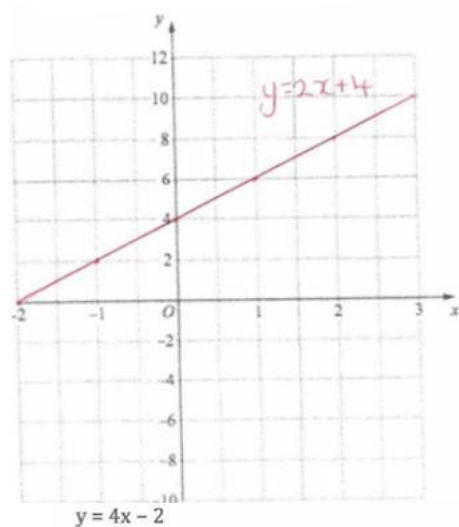
x	-3	-2	-1	0	1	2	3
y	-7	-5	-3	1	3	5	7

- a How can Liam tell that he has made a mistake?
- b Correct Liam’s working.



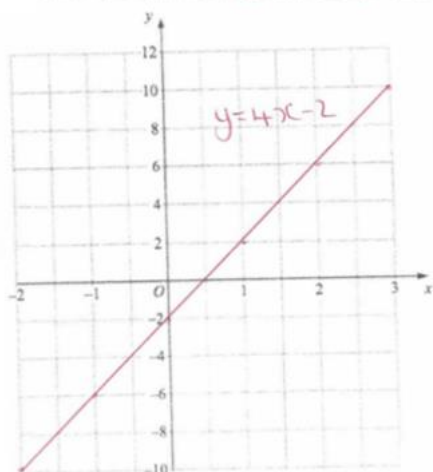
Answers

x	-2	-1	0	1	2	3
y	0	2	4	6	8	10



$$y = 4x - 2$$

x	-2	-1	0	1	2	3
y	-10	-6	-2	2	6	10



b) It should be a straight line.

The y values should be -5, -3, -1, 1, 3, 5

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Week 4	
Day 3	
Subject	Science
Paper	Biology Paper 1
Unit	Unit 1 - Cell biology
Topic Area	Transport in cells
Key Questions 1. What key word is used to describe a process that does not require an input of energy to occur? 2. Osmosis is a transport process that only moves which substance? 3. Which process moves substances from a low concentration to a high concentration (against the concentration gradient)? 4. What is the effect of increasing temperature on the rate of diffusion? 5. Oxygen leaves a leaf from an area of high concentration to an area of low concentration. Which process is this? 6. Glucose is reabsorbed in the kidneys against a concentration gradient. What process is this? 7. Does this process require additional energy? 8. Potato cells are placed in a dilute salt solution. Does water enter or exit the potato cells? 9. Does the potato gain or lose mass? 10. What process moves the water in this example?	
Answers 1. Passive 2. Water 3. Active transport 4. Increases the rate of diffusion 5. Diffusion 6. Active transport 7. Yes 8. Enters 9. Gains 10. osmosis	
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Week 4	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Creation
Topic Area	Sustainability

Key Questions

1. What is meant by the term *stewardship*?
2. Why do Christians believe they have a responsibility to care for the environment?
3. How does the Great Commandment, "Love your neighbour", link to caring for the environment?
4. Give three practical ways Christians can reduce their impact on the environment.
5. How can reducing pollution and using renewable energy help protect God's creation?
6. What is CAFOD and how does it help people around the world?
7. How can environmental damage affect poorer people more than wealthier people?
8. Explain how Christians can show stewardship at a local, national and global level.
9. "Living more simply is the best way to care for the environment." Give reasons why someone might agree and reasons why someone might disagree.
10. "Christians have a duty to protect the environment." Evaluate this statement.
In your answer, refer to stewardship, loving your neighbour, CAFOD and at least one piece of Scripture.

Answers

1. Stewardship means having a responsibility to look after and care for God's creation.
2. Christians believe that God created the world, so creation belongs to God and is valuable. Humans have been given responsibility to care for it. God tells humans to have "dominion" over creation.
3. Environmental damage can harm other people. Pollution, climate change, droughts, and natural disasters can affect people's health, homes, and ability to earn a living. Caring for the environment can be a way of loving and protecting our neighbours.
4. Recycle and reduce waste,
Use public transport, walking, or cycling. Use renewable energy such as solar or wind power.
5. Reducing pollution helps to protect air, water, land, animals, and ecosystems. Renewable energy sources produce energy without burning fossil fuels, which reduces greenhouse gas emissions. Christians can see this as an important part of stewardship because they are caring for the world God created.
6. CAFOD (Catholic Agency for Overseas Development). It works with communities around the world to tackle poverty and injustice, respond to emergencies, and support long-term development. CAFOD also works on issues such as climate change, because environmental problems can particularly affect people living in poverty.
7. Poorer communities often depend more directly on farming, fishing, and natural resources for their livelihoods. They may also have fewer resources to recover from floods, droughts, or extreme weather. For example, a drought can destroy crops and leave a poor farming family without food or income, while wealthier people may have savings, insurance or access to alternative resources.
8. **Local:**
Christians could recycle, reduce energy use, plant trees, join local environmental projects or encourage their church to become more environmentally friendly.

National:
Christians can support environmental organisations, contact politicians about environmental issues and make lifestyle choices that reduce pollution and waste.

Global:
Christians can support organisations such as **CAFOD**, which helps communities affected by poverty and environmental problems. They can also support international efforts to tackle climate change and protect vulnerable communities.
9. **Reasons to agree:**

- Living simply can mean buying fewer unnecessary products, creating less waste, and using fewer resources.
- It can reduce consumerism and pollution.
- It fits with Christian teachings about avoiding greed and being satisfied with what we need rather than constantly wanting more.
- It can help Christians practice stewardship by reducing their impact on God's creation. **Reasons to disagree:**
- Living simply is not the only way to protect the environment. Christians can also support renewable energy, recycling and environmental campaigns.
- Governments and businesses have a major influence on pollution, so individual lifestyle changes alone may not be enough.
- Modern technology can help people live sustainably without necessarily giving up many aspects of modern life.

10. **Argument supporting the statement:**

Christians believe in stewardship, humans have a responsibility to care for God's creation. Christians should not deliberately damage or exploit creation. The Bible says that God saw his creation and that it was "very good" (Genesis 1:31). This suggests that creation has value and should be respected. Christians can "Love your neighbour" Environmental damage can particularly harm poorer and more vulnerable people. Supporting organisations such as CAFOD help Christian's care for both creation and people affected by environmental problems.

Argument against the statement: Some Christians might argue that protecting the environment is important but not their only duty. Christians also have responsibilities towards God and other people, such as helping the poor, spreading the Christian faith and following Jesus' teachings. Some may also argue that humans have been given "dominion" over creation; people are allowed to use natural resources to meet human needs.

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Week 5	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 4

Key Questions

1. What are the witches doing when Macbeth visits them at the start of Act 4?
2. What warning does the first apparition give to Macbeth?
3. What does the second apparition tell Macbeth about those who could harm him?
4. What message does the third apparition give Macbeth about Birnam Wood?
5. What does Macbeth see in the final vision shown by the witches?
6. Why does Macbeth decide to have Macduff's family murdered?
7. What happens to Lady Macduff and her son?
8. Why has Macduff gone to England?
9. How does Malcolm test Macduff's loyalty?
10. How does Macduff react when he learns about the murder of his family?

- 1) They are making a potion in a cauldron.
- 2) To beware Macduff.
- 3) No one born of a woman will harm Macbeth.
- 4) Macbeth will not be defeated until Birnam Wood moves to Dunsinane.
- 5) A line of kings descended from Banquo.
- 6) Macduff has fled to England, and Macbeth sees him as a threat.
- 7) They are murdered by Macbeth's men.
- 8) To seek Malcolm's help in overthrowing Macbeth.
- 9) He pretends that he would be an even worse king than Macbeth to see how Macduff reacts.
- 10) He is devastated and vows to take revenge on Macbeth.

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Week 5	
Day 2	
Subject	Maths
Paper	Any
Unit	Number
Topic Area	Fractions

Key Questions

Q1

$$(a) \frac{1}{2} \times \frac{1}{5} \quad (b) \frac{1}{2} \times \frac{3}{4} \quad (c) \frac{1}{4} \times \frac{3}{5} \quad (d) \frac{1}{3} \times \frac{1}{3}$$

Q2.

$$1 \frac{1}{9} \times 3 \frac{3}{10}$$

Q3.

$$(a) \frac{1}{5} \div \frac{2}{3} \quad (b) \frac{3}{4} \div \frac{4}{5} \quad (c) \frac{1}{2} \div \frac{7}{8}$$

Q4.

Give your answers as simplified fractions.

$$(a) \frac{2}{5} + \frac{1}{2} \quad (b) \frac{2}{7} + \frac{1}{2} \quad (c) \frac{1}{3} + \frac{1}{2} \quad (d) \frac{4}{5} - \frac{2}{3}$$

Challenge

$$4 \frac{1}{3} \div 2 \frac{9}{10}$$

Answers

$$Q1) \frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$$

$$\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$$

$$\frac{1}{4} \times \frac{3}{5} = \frac{3}{20}$$

$$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$$

$$Q2) \frac{1}{9} \times 3\frac{3}{10}$$

$$\frac{10}{9} \times \frac{33}{10}$$

$$= \frac{330}{90}$$

$$= \frac{33}{9}$$

$$= 3\frac{2}{3}$$

$$Q3) \frac{1}{5} \times \frac{3}{2} = \frac{3}{10}$$

$$\frac{3}{4} \times \frac{5}{4} = \frac{15}{16}$$

$$\frac{1}{2} \times \frac{8}{7} = \frac{8}{14} = \frac{4}{7}$$

$$Q4) \begin{array}{llll} \frac{2}{5} + \frac{1}{2} & b) \frac{2}{7} + \frac{1}{2} & c) \frac{1}{3} + \frac{1}{2} & d) \frac{4}{5} - \frac{2}{3} \\ = \frac{4}{10} + \frac{5}{10} & = \frac{4}{14} + \frac{7}{14} & \frac{2}{6} + \frac{3}{6} & \frac{12}{15} - \frac{10}{15} \\ = \frac{9}{10} & = \frac{11}{14} & = \frac{5}{6} & = \frac{2}{15} \end{array}$$

$$Q5) 4\frac{1}{3} \div 2\frac{9}{10}$$

$$\frac{13}{3} \div \frac{29}{10}$$

$$\frac{13}{3} \times \frac{10}{29}$$

$$= \frac{130}{87}$$

$$= 1\frac{43}{87}$$

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Week 5	
Day 3	
Subject	Science
Paper	Chemistry
Unit	Atomic Structure
Topic Area	Ions

Key Questions

1. Write the definition for an ion
2. Explain why metal atoms form positive ions
3. Explain why non-metal atoms form negative ions
4. What charge will be on the ions of group 1 elements?
5. What charge will be on the ions of group 2 elements?
6. What charge will be on the ions of group 6 elements?
7. What charge will be on the ions of group 7 elements?
8. Explain why group 0 elements do not form ions

Answers

1. An ion is an atom that has lost or gained an electron and has a charge
2. Metals lose the outer electrons. They ions have more positive protons than negative electrons.
3. Non-metals gain negative electrons to achieve a stable noble gas structure.
4. Group 1 metals will exist as positive ions. + 1
5. Group 2 metals will exist as positive ions. + 2
6. Group 6 will exist as negative ions. -2
7. Group 7 will exist as negative ions. -1
8. Group 0 have a stable noble gas structure. This means they have a full outer shell.

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Week 5	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Christian Symbols and Grace
Key Questions 1. What does the term 'Grace' mean? 2. What is meant by 'Incarnate'? 3. What is meant by 'Sacraments'? 4. How many Sacraments are there? 5. Which Sacrament reminds Christians of Jesus' sacrifice for humanity? 6. What is the difference between Son of God and Son of Man? - Create a table 7. What does Alpha and Omega stand for? 8. What does the symbol Chi-Rho represent? 9. How does symbols help Christians understand the incarnation? 10. Why is the cross an important symbol for Christians?	
Answers 1. Grace is the free and undeserved gift of God's love and help. 2. Incarnate means "made flesh." Christians believe that Jesus is God the Son who became human. 3. Sacraments are outward signs of inward grace. 4. There are seven Sacraments. 5. The Eucharist. 6. Son of God: Jesus is divine and has a relationship with God the father. Jesus is the Second person of the Trinity. Jesus is God incarnate. Son of Man: Jesus is human, he experiences human life including suffering and death. Jesus receives authority from God 'Son of Man' in the Gospels. 7. Alpha is the first letter of the Greek alphabet and Omega is the last. They represent that God is the beginning and the end of everything. 8. The Chi-Rho (☩) is an early Christian symbol for Christ. It combines the Greek letters Chi (X) and Rho (P), the first two letters of <i>Christos</i>, meaning Christ. 9. Symbols provide a visual way of expressing Christian beliefs that can be difficult to explain in words. For example, the Chi-Rho reminds Christians that Jesus is Christ, while the cross represents Jesus' death and sacrifice. Symbols help Christians remember that in the Incarnation, God became human in Jesus and came into the world to bring salvation. 10. The cross is important because it represents Jesus' crucifixion and sacrifice for humanity. Catholics believe that Jesus willingly died on the cross to bring salvation and reconciliation between humanity and God. The cross also represents God's love, because Christians believe Jesus was willing to suffer and die for humanity. His death is not seen as the end, because it is followed by the Resurrection, giving Christian's hope of eternal life.	
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Week 6	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 5

Key Questions

1. What strange behaviour does the Doctor observe from Lady Macbeth?
2. What does Lady Macbeth repeatedly try to do with her hands during the sleepwalking scene?
3. What does Lady Macbeth reveal about her guilt while sleepwalking?
4. Why do many Scottish nobles abandon Macbeth?
5. What plan does Malcolm use involving Birnam Wood?
6. Why does Macbeth feel confident that he cannot be defeated?
7. How does Macbeth react when he hears of Lady Macbeth's death?
8. What does Macbeth realise when he learns that Birnam Wood appears to be moving?
9. How was Macduff's birth different from an ordinary birth?
10. Who kills Macbeth, and who becomes King of Scotland at the end of the play?

Answers

- 1) She sleepwalks and talks while asleep.
- 2) She repeatedly rubs and washes her hands.
- 3) She reveals her guilt over Duncan's murder and the other deaths.
- 4) They see Macbeth as a cruel tyrant and support Malcolm instead.
- 5) He tells his soldiers to cut branches from Birnam Wood and carry them to disguise the army.
- 6) The witches told him that no man born of a woman could harm him.
- 7) He responds with despair and reflects on the meaninglessness of life.
- 8) He realises the witches' prophecy is coming true and that he may be defeated.
- 9) He was delivered by Caesarean section and was therefore "not of woman born."
- 10) Macduff kills Macbeth, and Malcolm becomes King of Scotland.

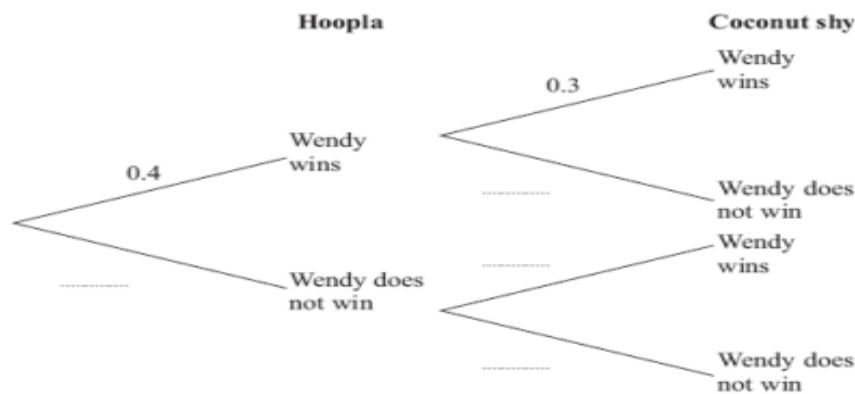
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Week 6	
Day 2	
Subject	Maths
Paper	Any
Unit	Probability
Topic Area	Tree Diagrams

Key Questions

Wendy goes to a fun fair.
 She has one go at Hoopla.
 She has one go on the Coconut shy.
 The probability that she wins at Hoopla is 0.4
 The probability that she wins on the Coconut shy is 0.3

(a) Complete the probability tree diagram.

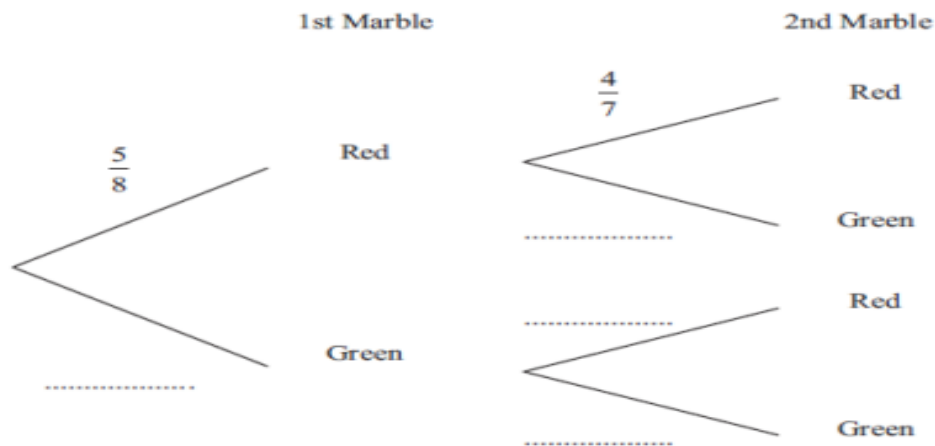


(b) Work out the probability that Wendy wins at Hoopla and also wins on the Coconut shy.

There are only red marbles and green marbles in a bag.
 There are 5 red marbles and 3 green marbles.

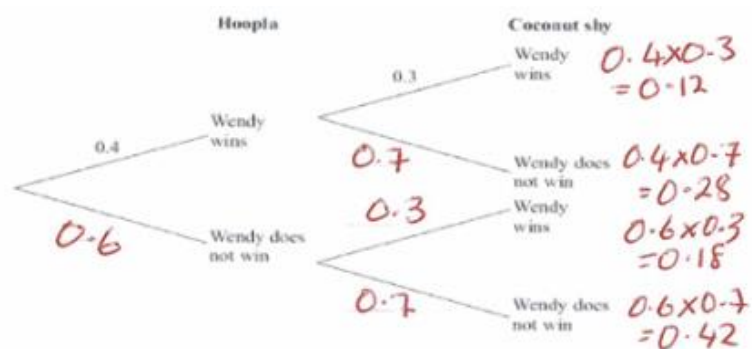
Dwayne takes at random a marble from the bag.
 He does not put the marble back in the bag.
 Dwayne takes at random a second marble from the bag.

(a) Complete the probability tree diagram.



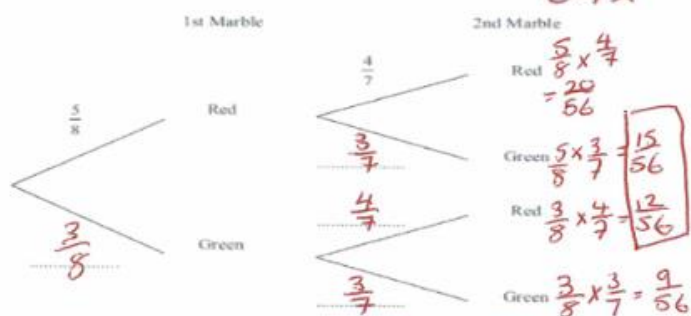
(b) Work out the probability that Dwayne takes marbles of different colours.

Answers



out the probability that Wendy wins at Hoopla and also wins on the Coconut shy.

0.12



the probability that Dwayne takes marbles of different colours

$\frac{27}{56}$

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Week 6	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Energy
Topic Area	Renewable and Non-Renewable Energy

Key Questions

1. What are the main disadvantages of using fossil fuels as an energy resource?
2. Give a brief description of what geothermal energy is.
3. What are the main advantages of using nuclear energy?
4. What does the term renewable energy resource mean?
5. Give 5 examples of renewable energy resources.
6. What does the term non-renewable energy resource mean?

Answers

1. When fossil fuels are burned they release greenhouse gases such as CO₂ and SO₂. CO₂ causes global warming and SO₂ causes acid rain.
2. Geothermal energy uses heat from the rocks underground to heat water and turn it into steam to drive a generator.
3. Nuclear energy does not release greenhouse gases and stores lots of energy per kg of fuel.
4. Renewable energy resources can be replenished as they are used.
5. Solar, wind, geothermal, hydroelectric, biofuel, tidal.
6. Non-renewable energy resources are finite.

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Week 6	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Jesus in Art

Key Questions

1. What does each of 3 pieces of Art show about the incarnation of Jesus?
2. What does the Old Testament teach about making images for worship?
3. Why did some Christians believe that it was wrong to depict Jesus in art? Give two reasons.
4. How did the Protestant Reformation influence the use of religious images?
5. How does the *Incarnation* provide an argument for depicting Jesus in art?
6. Why might Christians use images of Jesus as an aid to prayer and worship?
7. How can the Crucifix help Christians understand Jesus' suffering and death?
8. Give two reasons why a Catholic might believe that using images of Jesus is acceptable.
9. Religious images can never fully represent God." Give reasons why someone might agree and reasons why someone might disagree.
10. What does Christ the Redeemer represent?

Answers

1. Christ the Redeemer: Shows Jesus as God who became human. His open arms can represent God's love and welcome towards humanity. It shows Jesus as the Saviour and Redeemer of humanity.

The Sacred Heart: Represents Jesus' love for humanity. The heart shows his human and divine love. The crown of thorns and wounds remind Christians of Jesus' suffering and sacrifice for humanity.

The Madonna: Shows Mary with Jesus, usually as a baby. It shows that Jesus was truly human, having been born from a human mother. It represents the Incarnation, because Christians believe Jesus is both fully human and fully God.

The Nativity – shows that God became human in Jesus. Jesus is shown as a baby, emphasising his humanity while Christians believe he is also divine.

The Crucifixion – shows Jesus' human suffering and death. It also represents his divine purpose of bringing salvation to humanity.

2. The Old Testament warns against making idols or images to worship as gods. The Second Commandment says:

"You shall not make for yourself an idol." (Exodus 20:4)

3. God cannot be fully represented:

God is spiritual and infinite, so no physical image can accurately represent God. Secondly Risk of idolatry: Some Christians worried that people might begin to worship the image itself rather than God. They believed this could break the commandment against idols.

4. During the Protestant Reformation, some Protestant groups rejected or removed religious images from churches because they believed images could encourage idolatry and were not necessary for worship.

5. Jesus had a genuine human body and lived among people; Christians can argue that it is possible to represent his human appearance in art. Depicting Jesus does not necessarily mean trying to create an image of the invisible God. It can be an image of God the Son made human.

6. Images can help Christians to focus their thoughts and prayers on Jesus. They can make important beliefs more understandable and provide a visual reminder of Jesus' life, teachings, suffering, death and Resurrection. For example, looking at a Crucifix can help a Catholic meditate on Jesus' sacrifice.

7. A Crucifix shows Jesus' body on the cross, making his suffering and death visually clear. It reminds Christians of the sacrifice Jesus made for humanity and God's love. For Catholics, it can also help them remember that Jesus' suffering was followed by his Resurrection and victory over death.

8. Catholics can argue that the incarnation representing Jesus' human form is not the same as creating an image of the invisible God. Secondly Images are not worshipped: Catholics do not believe the image itself is God, they are used as reminders and aids to worship, directing attention towards Jesus and the truths of the Christian faith.

9. **Reasons to agree:** God is infinite and spiritual, so a physical image cannot completely represent him. Humans cannot fully understand God's nature. There is a danger that people could confuse an image with God himself, leading to idolatry.

Reasons to disagree: Christians believe in the Incarnation. Jesus could be represented because he had a real human body. Religious images do not necessarily claim to show everything about God. They can be symbols or aids to worship. A Crucifix, for example, does not claim to show the whole of God; it reminds Christians of Jesus' sacrifice and God's love.

10. Christ the Redeemer represents Jesus as the Saviour of humanity and a symbol of God's love and welcome. His outstretched arms can represent Jesus' welcoming and blessing humanity.

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Week 7	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 1 – Key Quote Analysis

Key Questions

1. How does Shakespeare's use of the words "foul" and "fair" in Macbeth's quote, *"So foul and fair a day I have not seen"*, create a link between Macbeth and the witches?
2. What does the repetition of "foul" and "fair" suggest about the theme of appearance versus reality in the play?
3. How does the imagery in *"brandished steel [...] smoked with bloody execution"* present Macbeth as a heroic character at the beginning of the play?
4. What are the connotations of the word *"smoked"* in the Captain's description of Macbeth, and how does this foreshadow his later actions?
5. What does Lady Macbeth's metaphor *"too full of the milk of human kindness"* reveal about her view of Macbeth's character?
6. How does Shakespeare use the noun *"milk"* to contrast Macbeth and Lady Macbeth's attitudes towards power and ambition?
7. Why does Lady Macbeth use imperative verbs in *"Come you spirits... unsex me here"*, and what does this reveal about her state of mind?
8. How does the quote *"unsex me here"* challenge Jacobean expectations of women and femininity?
9. What does the contrast between *"stars"* and *"black and deep desires"* reveal about Macbeth's internal conflict in *"Stars, hide your fires; let not light see my black and deep desires"*?
10. How does Banquo's metaphor *"The instruments of darkness tell us truths"* warn both Macbeth and the audience about the dangers of the supernatural?

Answers

- 1) The repeated words "foul" and "fair" echo the witches' language, linking Macbeth to them and suggesting their influence over him.
- 2) They suggest that things are not always what they seem and that good and evil can become confused.
- 3) The violent imagery presents Macbeth as a powerful and fearless warrior who fights bravely for Scotland.
- 4) "Smoked" suggests heat, fire and intense violence, foreshadowing the bloodshed and brutality Macbeth later causes.
- 5) She believes Macbeth is too compassionate and morally good to do what is necessary to become king.
- 6) "Milk" has connotations of nurture, motherhood and innocence, presenting Macbeth as compassionate while Lady Macbeth rejects these qualities in pursuit of power.
- 7) The imperatives show her determination and desire to command the supernatural, revealing the strength of her ambition.
- 8) She asks to be stripped of traditionally feminine qualities such as compassion and gentleness, challenging Jacobean expectations that women should be passive and nurturing.
- 9) The "stars" and "light" represent goodness, while "black and deep desires" represent Macbeth's secret evil ambitions, revealing his conflict between morality and ambition.
- 10) "Instruments of darkness" presents the witches as tools of evil who use small truths to deceive people, warning that trusting the supernatural can lead to destruction.

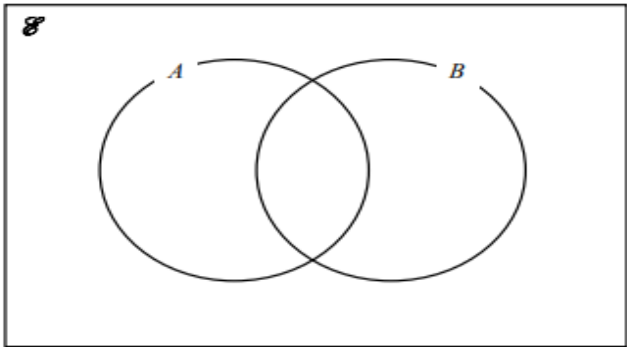
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Week 7	
Day 2	
Subject	Maths
Paper	Any
Unit	Probability
Topic Area	Venn Diagrams

Key Questions

$\mathcal{U} = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15\}$
 $A = \{\text{prime numbers}\}$
 $B = \{\text{numbers greater than 10}\}$

(a) Complete the Venn diagram for this information.

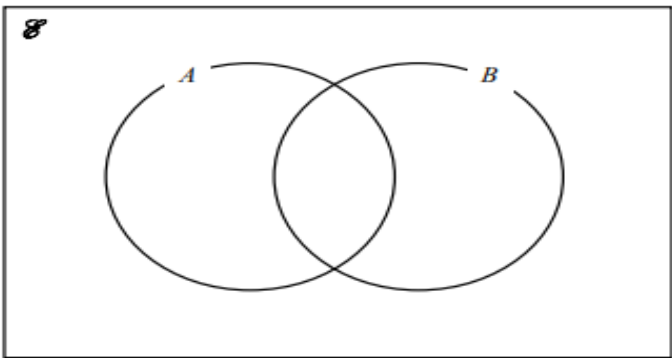


A number is chosen at random from the universal set, $\mathcal{U}$

(b) Find the probability that this number is in the set $A \cup B$

$\mathcal{U} = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12\}$
 $A = \{\text{multiples of 4}\}$
 $B = \{\text{factors of 12}\}$

(a) Complete the Venn diagram for this information.



A number is chosen at random from the universal set, $\mathcal{U}$

(b) Find the probability that this number is in the set $A \cap B$

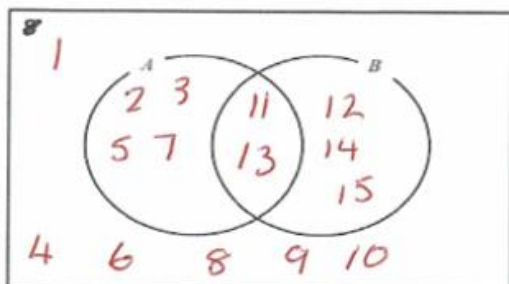
Answers

$S = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15\}$

$A = \{\text{prime numbers}\} \quad 2, 3, 5, 7, 11, 13$

$B = \{\text{numbers greater than 10}\} \quad 11, 12, 13, 14, 15$

(a) Complete the Venn diagram for this information.



A number is chosen at random from the universal set, S .

(b) Find the probability that this number is in the set $A \cup B$.

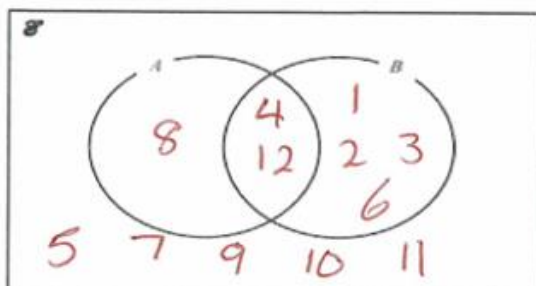
both circles
 $\frac{9}{15}$

$S = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12\}$

$A = \{\text{multiples of 4}\} \quad 4, 8, 12$

$B = \{\text{factors of 12}\} \quad 1, 2, 3, 4, 6, 12$

(a) Complete the Venn diagram for this information.



A number is chosen at random from the universal set, S .

(b) Find the probability that this number is in the set $A \cap B$.

overlap
 $\frac{2}{12}$

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Week 7	
Day 3	
Subject	Science
Paper	Biology paper 1
Unit	Unit 2 - Organisation
Topic Area	The heart and blood vessels

Key Questions

1. Using the diagram above what is the name of the blood vessel that returns **deoxygenated** blood to the heart?
2. What is the name of the blood vessel that carries **oxygenated** blood from the lungs (**pulmonary**) to the heart?
3. Which characteristic of an artery means that blood to be transported at a high pressure?
4. What is the name that we give to the bottom chambers of the heart?
5. What is the name given to the top chambers of the heart?
6. Why does the capillary have a short diffusion pathway?
7. What structure does a vein have that prevents blood from flowing backwards?
8. What is the name of the main blood vessel that delivers **oxygenated** blood to the body?
9. What does the acronym **LORD** stand for?

Answers

1. Vena Cava
2. Pulmonary Vein
3. Thick elastic muscular
4. Ventricles
5. Atrium
6. Only one cell thick
7. Valves
8. Aorta
9. **L**eft **O**xxygenated **R**ight **D**eoxygenated

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Week 7	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Son of God/Son of Man

Key Questions

1. What is meant by the term *Incarnation*?
2. How does Luke's account of the Annunciation show that Jesus is the Son of God?
3. How does Matthew's Gospel show that Jesus is both human and divine?
4. What does John mean when he describes Jesus as the *Word*?
5. What are the key differences in the 3 Gospels on the teachings about the Son of God and the Son of Man?
6. List examples of how Jesus is depicted as Son of God and Son of man
7. Give two examples from Jesus' life that show he was *fully God*. Explain what each example demonstrates.
8. How does the Incarnation affect the way Catholics understand the value and dignity of human life?
9. What does *Dei Verbum* teach about God revealing himself to humanity?
10. How does the Nicene Creed express Catholic belief about Jesus being fully God and fully human?

Answers

1. The Incarnation means that God became human in Jesus Christ.
2. In Luke, the angel Gabriel tells Mary that she will have a son who will be called "the Son of the Most High". Gabriel also says that the Holy Spirit will come upon Mary and that the child will be called "the Son of God." This shows that Jesus is not simply an ordinary human being but has a divine nature.
3. Matthew shows Jesus' humanity through his birth from Mary and his experiences as a human being, including hunger, suffering and death. Matthew also shows Jesus' divinity. For example, at Jesus' baptism, God's voice says: "This is my Son, whom I love." Matthew also describes Jesus performing miracles and receiving "Immanuel", meaning "God with us." This supports the belief that Jesus is both human and divine.
4. John begins his Gospel by saying: "In the beginning was the Word." John teaches that the Word existed with God from the beginning and was God. He then says: "The Word became flesh." This means that Jesus is the eternal Word of God who became human.
5. **Matthew:** Strongly presents Jesus as the Son of God and Messiah. Also uses Son of Man to describe Jesus' authority and his future suffering and judgement. Shows both Jesus' divinity and humanity.

Luke: Emphasises Jesus as the Son of God, particularly through the Annunciation and his miraculous conception. He presents Jesus as the Son of Man who suffers and identifies with humanity. Luke emphasises Jesus' compassion towards outcasts and sinners.

John : Gives the strongest emphasis to Jesus' divine identity. He describes Jesus as the Word who was with God and was God. He uses Son of Man to connect Jesus with his death, resurrection and heavenly glory.

6. **Jesus as the Son of God:**
His virgin birth. The voice of God at his baptism: "This is my Son." His Transfiguration, where God's presence is revealed. His miracles, demonstrating divine power. His Resurrection. John describes him as the Word who was God.

Jesus as the Son of Man:

He is born as a human baby.

He experiences hunger and thirst. He experiences temptation. He suffers and dies on the cross. He refers to himself as the "Son of Man" in the Gospels. His human emotions include love, compassion, and sorrow.

7. Jesus' miracles: healing the sick and raising the dead. These demonstrate his divine power and authority over illness and even death. The Resurrection. This demonstrates his victory over sin and death and supports the belief that Jesus is divine and the Son of God.
8. The Incarnation shows Catholics that human life has great value because God himself chose to become human in Jesus. Jesus shared the human experience while remaining divine. Catholics believe humans have inherent dignity and worth. Every person should be treated with respect, love, and equality.

9. *Dei Verbum* is a document from the Second Vatican Council. It teaches that God reveals himself to humanity because he wants people to know him and enter a relationship with him. God's revelation reaches its fullness in Jesus Christ, who is the Word made flesh.

God reveals himself through words and actions, especially through Jesus.

10. The Nicene Creed states that Jesus is: “the only Son of God” and that he is “eternally begotten of the Father.” It says Jesus is “God from God, Light from Light, true God from true God.” This expresses his full divinity.

The Creed then states that Jesus: “became incarnate from the Virgin Mary, and was made man.” This expresses his full humanity. The Nicene Creed teaches that Jesus is both fully God and fully human, which is central to Catholic belief in the Incarnation.

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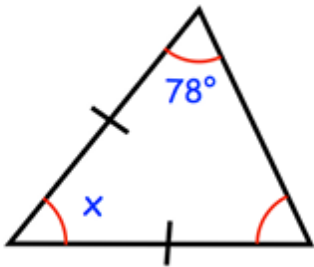
Week 8	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 2 – Key Quotation Analysis
Key Questions 1. How does the adjective "bloody" in the phrase "<i>bloody business</i>" reveal Macbeth's attitude towards Duncan's murder before it takes place? 2. What does the noun "<i>business</i>" suggest about the way Macbeth is trying to view the murder of Duncan? 3. How does Shakespeare use the quote "<i>Amen, stuck in my throat</i>" to show the immediate effects of guilt on Macbeth? 4. What might Macbeth's inability to say "<i>Amen</i>" suggest about his relationship with God and the consequences of regicide? 5. How does the verb "<i>stuck</i>" emphasise Macbeth's emotional and psychological state after the murder? 6. How does Shakespeare use personification in the quote "<i>Macbeth does murder sleep</i>" to highlight the consequences of Macbeth's actions? 7. Why does Shakespeare describe sleep as "<i>innocent sleep</i>"? What does this reveal about Macbeth's loss of innocence? 8. How does the motif of sleep in "<i>Macbeth does murder sleep</i>" reflect Macbeth's troubled conscience throughout the play? 9. Compare the quotations "<i>bloody business</i>" and "<i>Amen, stuck in my throat</i>". How do they show Macbeth changing from anticipation to guilt? 10. How do all three quotations help Shakespeare explore the theme of guilt and its destructive impact on Macbeth?	
Answers 1) "Bloody" shows that Macbeth recognises the murder as violent, horrific and morally wrong before he commits it. 2) "Business" makes the murder sound like a task or duty, suggesting Macbeth is trying to distance himself emotionally from what he is about to do. 3) It shows that Macbeth's guilt affects him immediately, preventing him from joining in with the prayer. 4) It suggests Macbeth feels separated from God because he has committed the sinful act of regicide. 5) "Stuck" suggests Macbeth is physically unable to speak, showing how overwhelming and consuming his guilt has become. 6) Shakespeare personifies sleep as something Macbeth can "murder", suggesting that by killing Duncan he has also destroyed his own ability to experience peace and rest. 7) "Innocent sleep" represents purity, peace and a clear conscience, all of which Macbeth loses when he murders Duncan. 8) Sleep becomes associated with peace and innocence, so Macbeth's inability to sleep reflects his increasingly disturbed and guilty conscience. 9) "Bloody business" shows Macbeth anticipating the violence of the murder, while "Amen, stuck in my throat" shows that this anticipation becomes immediate guilt once Duncan is dead. 10) The quotations show guilt developing from Macbeth's awareness that his actions are wrong to overwhelming psychological torment, demonstrating how his crime begins to destroy his peace, morality and sanity.	
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Week 8	
Day 2	
Subject	Maths
Paper	Any
Unit	Geometry
Topic Area	Angles

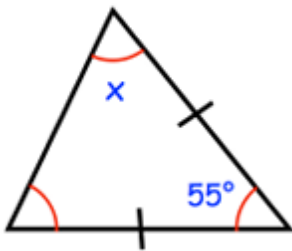
Key Questions

Work out the size of the missing angles
Use the fact that ‘**BASE ANGLES IN AN ISOSCELES TRIANGLE ARE EQUAL**’
And ‘**ANGLES IN A TRIANGLE ADD TO 180 DEGREES.**’

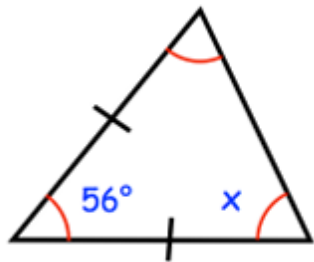
(g)



(h)



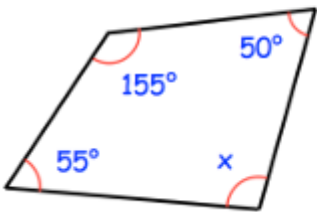
(i)



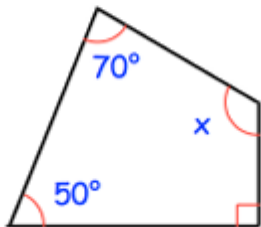
Use the fact that **ANGLES IN A QUADRILATERAL ADD TO 360 DEGREES**

Question 1: Find the size of each missing angle.

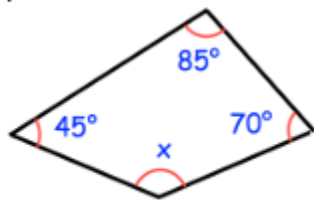
(a)



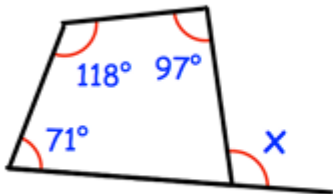
(b)



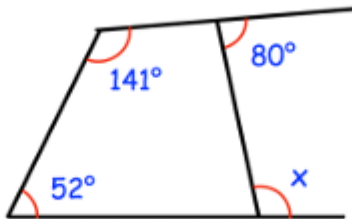
(c)



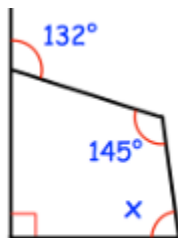
(a)



(b)



(c)



Answers

- (g) 24° (h) 62.5° (i) 62°
(a) 100° (b) 150° (c) 160°
(a) 106°
(b) 113°
(c) 77°

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Week 8	
Day 3	
Subject	Science
Paper	Chemistry
Unit	2 Bonding
Topic Area	Ionic bonding

Key Questions

1. What type of elements form ionic compounds?
2. What happens to the outer electron that was on the sodium **atom**?
3. Why is a sodium ion attracted to a chloride ion?
4. What is an ionic bond? Write a definition for this.
5. Why do ionic bonds have high melting points? Look at the text in the blue box. Usually, a 3-mark exam question

1. Metals and non-metal form ionic compounds
2. The sodium atom loses the outer shell electron
3. The sodium ion is positively charged. The chloride ion is negatively charged. Oppositely charged ions attract
4. Strong electrostatic force between oppositely charged ions
5. Giant lattice structure
Strong electrostatic force of attraction of attraction
Between oppositely charged ions
Take alot of energy to break

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Week 8	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Jesus and the Law

Key Questions

1. Explain 3 of the Beatitudes and how they teach Christians how to live?
2. How did Jesus use the OT to show examples of how Catholics should put faith into Action?
3. Retell the story of the Parable of the Sheep and the Goats
4. How does the Parable of the Sheep and Goats influence Catholics to live a good life?
5. Give 4 examples of ways Christians can put their faith into action?
6. What is the meaning of Jesus' teaching 'Love thy neighbour'?
7. What examples could you add to support 3 of the Beatitudes in modern society?
8. Should the Beatitudes be followed in modern society? Create reasons for and against this statement.

Answers

1. "Blessed are the merciful, for they will be shown mercy."
Jesus teaches Christians to forgive others and show compassion. Catholics should help people who are suffering rather than judging them. This could include forgiving someone who has hurt them or helping someone in need.

"Blessed are the peacemakers, for they will be called children of God."

Christians should try to resolve conflicts peacefully rather than responding with violence or hatred. Catholics can promote peace by forgiving others, listening to different viewpoints and helping people settle disagreements.

"Blessed are those who hunger and thirst for righteousness, for they will be filled." Jesus teaches Christians to stand up for what is right and oppose injustice. Catholics should care about fairness and defend people who are treated unfairly. This could involve supporting charities or speaking out against discrimination.
2. The Old Testament teaches:

"Love your neighbour as yourself." (Leviticus 19:18)

Jesus made this central to his teaching and showed that love should extend even to people who are difficult to love. Jesus also taught that people should care for the poor, vulnerable and suffering. His teachings build on Old Testament ideas about justice, mercy and caring for others.
3. The Parable of the Sheep and the Goats: Jesus describes a time when the Son of Man will judge all people. He separates people like a shepherd separates sheep from goats. The sheep are placed on his right. Jesus tells them they will receive God's kingdom because when he was hungry, they gave him food, when he was thirsty, they gave him a drink, when he was a stranger, they welcomed him, when he was naked, they gave him clothes, and when he was sick or in prison, they visited him. The sheep are surprised and ask when they did these things for Jesus. Jesus replies that:

"Whatever you did for one of the least of these brothers and sisters of mine, you did for me." The goats are placed on his left because they failed to help people who were hungry, thirsty, homeless, sick or imprisoned.
4. Catholics should care for people who are poor, sick, homeless, imprisoned or vulnerable. Helping others is a way of serving Jesus.
5. Donate money or food to charity to help people in poverty. Volunteer at a food bank, homeless shelter or community project. Forgive others and try to resolve conflicts peacefully. Stand up against injustice, discrimination, and unfair treatment.
6. "Love thy neighbour" means Christians should care for and respect other people, treating them as they would want to be treated themselves. Christians should actively help others, show compassion and forgive them. Jesus also taught love your enemies and strangers. Christian love should be unselfish and unconditional.

7. "Blessed are the peacemakers." A person who helps resolve bullying or arguments at school. Someone who works for peace between different communities. Charities that help victims of conflict.

"Blessed are the merciful."

Forgiving someone who has apologised after making a mistake. Helping someone who is struggling rather than judging them. Showing compassion towards prisoners or people trying to change their lives.

"Blessed are those who hunger and thirst for righteousness."

Campaigning against racism and discrimination. Supporting people experiencing poverty.

Speaking up when someone is being treated unfairly.

8. **Reasons to agree:**

Beatitudes encourage peace, forgiveness, compassion and justice, which are still important in society. They encourage Christians to help vulnerable people rather than only thinking about themselves.

They provide Christians with clear principles for putting their faith into action.

The teachings can help reduce conflict, hatred and discrimination. They are consistent with Jesus' teaching to "love your neighbour."

Reasons to disagree:

Some people may argue that being merciful and forgiving can sometimes allow people who have done wrong to avoid responsibility. In a competitive society, always putting others first may make it more difficult for someone to protect their own interests.

Some of the Beatitudes can be difficult to apply in situations involving serious wrongdoing, where justice and punishment may also be necessary. People who are not Christian may not accept the Beatitudes as a religious authority.

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Week 9	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 3 – Key Quote Analysis

Key Questions

1. How does Shakespeare use the metaphor of "*scorpions*" to present Macbeth's troubled state of mind?
2. What do the connotations of the word "*scorpions*" suggest about Macbeth's thoughts and emotions after becoming king?
3. How does the exclamation "*O, full of scorpions is my mind*" emphasise Macbeth's fear and anxiety?
4. In what ways does the quote "*full of scorpions is my mind*" reflect the psychological consequences of Macbeth's crimes?
5. What does the adjective "*fruitless*" suggest about Macbeth's feelings towards his kingship?
6. How does Shakespeare use the imagery of a "*fruitless crown*" to explore Macbeth's fear about the future?
7. What are the connotations of the adjective "*barren*" in "*barren sceptre*", and how do they reflect Macbeth's insecurities?
8. How does the imagery of the "*fruitless crown*" and "*barren sceptre*" connect to the witches' prophecy about Banquo's descendants?
9. Compare the imagery in both quotations. How does Shakespeare show that Macbeth's ambition has brought him unhappiness rather than satisfaction?
10. How do these quotations help Shakespeare explore the theme that ambition can lead to paranoia, insecurity, and suffering?

Answers

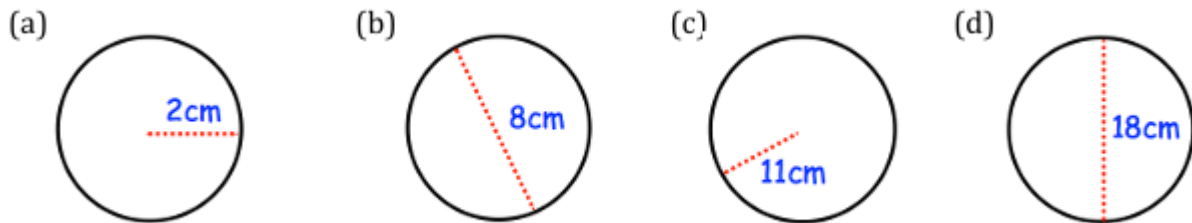
- 1) The metaphor presents Macbeth's mind as poisoned and painfully disturbed by dangerous thoughts.
- 2) "Scorpions" connotes poison, danger and pain, suggesting Macbeth is overwhelmed by fear, paranoia and anxiety.
- 3) The exclamation makes his distress seem intense and uncontrollable, showing how deeply troubled he has become.
- 4) It shows that Macbeth's crimes have not brought him peace; instead, they have created paranoia, fear and psychological suffering.
- 5) "Fruitless" suggests Macbeth's kingship feels pointless because he has no children to inherit the throne.
- 6) The "fruitless crown" suggests his power will produce nothing lasting, revealing his fear that his kingship has no future.
- 7) "Barren" suggests emptiness and infertility, reflecting Macbeth's insecurity that he cannot establish his own royal family line.
- 8) They remind Macbeth that although he is king, the witches predicted that Banquo's descendants, rather than his own, will inherit the throne.
- 9) The "scorpions" show Macbeth's mental torment, while the "fruitless crown" and "barren sceptre" show his insecurity about the future. His ambition has therefore brought fear rather than happiness.
- 10) The quotations show that achieving his ambition does not satisfy Macbeth. Instead, becoming king makes him increasingly paranoid, insecure and psychologically tormented.

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Week 9	
Day 2	
Subject	Maths
Paper	Any, likely calculator
Unit	Geometry
Topic Area	Circles

Key Questions

Work out the area and circumference of the circles.



Answers

Area of the circles (in terms of Pi)

- (a) $4\pi \text{ cm}^2$ (b) $16\pi \text{ cm}^2$ (c) $121\pi \text{ cm}^2$
 (d) $81\pi \text{ cm}^2$

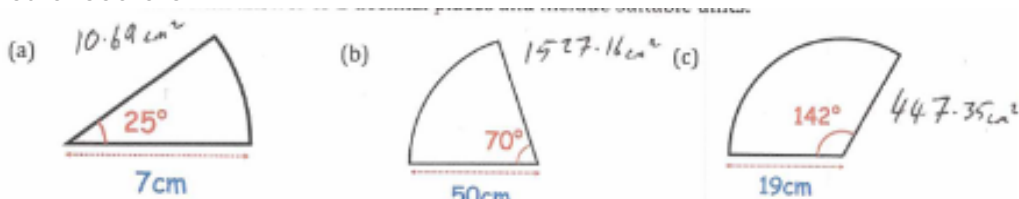
Or in decimal form

- a) 12.5
 b) 50.3
 c) 380.1
 d) 254.5

Circumference of circles

- a) 12.6cm
 b) 25.1cm
 c) 69.1cm
 d) 56.5cm

Area of sectors



Arc length

- a) 3.05cm
 b) 61.1cm
 c) 23.5cm

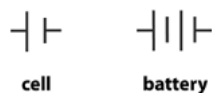
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Week 9	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Electricity
Topic Area	Circuit Symbols

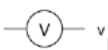
Key Questions

1. Draw the circuit symbol for a cell and for a battery – what is the key difference?
2. Draw the circuit symbol for a voltmeter and how should it be connected to a component?
3. Draw the circuit symbol for an ammeter and how should it be connected to a component?
4. What is the difference between the circuit symbols for a fuse and a resistor?
5. What is the function of a closed switch?
6. What is the function of a diode?

Answers



1. **cell** **battery** A battery is made up of multiple cells.



2. In parallel with the component you are measuring.



3. In series with the component you are measuring.

4. A fuse has a line through it but a resistor does not.

5. A closed switch completes a circuit and allows current to flow.

6. Diodes only allow current to flow in one direction and have high resistance in the other.

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Week 9	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Key teaching about the Incarnation

Key Questions

1. What does St Irenaeus mean by the statement, "The glory of God is man fully alive"
2. How does Jesus reveal God through the way he lived his life?
3. How does Jesus' death reveal something about the nature of God?
4. Why is it important for Christians that Jesus was fully human as well as fully divine?
5. How can prayer help a Christian to become "fully alive"
6. Explain how the Beatitudes can help Christians to live a "fully alive" life.
7. Give two ways in which Jesus' teaching helps Christians understand how they should live.
8. How does *Dei Verbum* explain the relationship between God and human beings?
9. Explain one similarity and one difference between *Dei Verbum* and *Verbum Domini*.
10. "Following Jesus is the best way for a person to live life to the full." Give reasons for and against this statement.

Answers

1. St Irenaeus means that humans reach their full potential when they live in a way that is close to God. Being "fully alive" means using the gifts God has given us and living a life of love, goodness and faith.
2. Jesus reveals what God is like through his actions and teachings. Jesus showed love and compassion by healing the sick, forgiving sinners and welcoming people who were rejected by society. He also taught people to love their neighbours and enemies. Jesus shows Christians that God is loving, merciful and forgiving.
3. Jesus' death on the cross reveals that God is loving and self-sacrificing. Christians believe that Jesus willingly gave his life for humanity to bring salvation and reconciliation with God.
4. Jesus being fully human means that he experienced hunger, suffering, temptation, pain and death, just as humans do. Christians can relate to Jesus and know that God understands human suffering. It also means Jesus can act as a bridge between God and humanity. His divinity means that he can bring salvation and reveal God fully to humanity.
5. Prayer can help Christians to:
 - Understand God's will.
 - Become more loving and forgiving.
 - Find strength during difficult times.
 - Reflect on their actions and make better moral choices.
6. The Beatitudes teach Christian's qualities such as mercy, humility, peacemaking and seeking justice. "Blessed are the merciful" encourages Christians to forgive and show compassion. "Blessed are the peacemakers" encourages them to resolve conflict peacefully. These teachings can help Christians develop a closer relationship with God and live a life focused on love and service, helping them become "fully alive."

7. Love others: This means treating other people with respect, compassion, and kindness. Help those in need: Jesus teaches that Christians should feed the hungry, care for the sick and help vulnerable people.

8. *Dei Verbum* teaches that God reveals himself to humanity because he wants people to know him and enter into a relationship with him. God communicates through words and actions, and this revelation reaches its fullness in Jesus Christ. God is not distant from humanity. He actively reaches out to people and invites them into a relationship of love.

9. Both documents teach that God communicates with humanity through his Word and that the Bible is important for understanding God's revelation.

Difference:

Dei Verbum was produced by the Second Vatican Council in 1965 and focuses broadly on Divine Revelation and Scripture.

Verbum Domini was written by Pope Benedict XVI in 2010 and focuses specifically on the Word of God in the life and mission of the Church, including how Catholics should encounter and live out God's Word.

10. Reasons to agree:

- Jesus teaches people to love, forgive and care for others, which can give life meaning and purpose.
- Following the Beatitudes can encourage qualities such as peace, mercy and justice.
- Jesus provides a model of selfless living. His life shows Christians how to put faith into action.
- Catholics believe following Jesus leads to salvation and eternal life.
- St Irenaeus' teaching that "the glory of God is man fully alive" supports the idea that living according to God's purposes allows people to reach their full potential.

Reasons to disagree:

- Some people may believe they can live a meaningful and fulfilled life without following Christianity, for example through relationships, family, work or helping others.
- Some of Jesus' teachings can be difficult to follow in modern society. For example, complete forgiveness may be challenging when someone has caused serious harm.
- People have different beliefs about what makes life fulfilling, so there is no single definition of "living life to the full."
- Someone could follow many of Jesus' moral teachings, such as loving others, without necessarily being a Christian.

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Week 10	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	Macbeth
Topic Area	Act 4 – Key Quote Analysis

Key Questions

1. How does Shakespeare use the adjective *"wicked"* in *"Something wicked this way comes"* to show Macbeth's transformation throughout the play?
2. Why is it significant that the witches refer to Macbeth as *"something"* rather than a person? What does this suggest about his humanity?
3. How does the quote *"Something wicked this way comes"* highlight the corrupting influence of ambition on Macbeth?
4. In what ways does this quotation demonstrate that Macbeth has become associated with evil and the supernatural?
5. How does Shakespeare challenge traditional ideas about masculinity in Macduff's statement, *"I must also feel it as a man"*?
6. What does the verb *"feel"* suggest about Macduff's understanding of strength and manhood?
7. How does Macduff's response contrast with Macbeth's views of masculinity earlier in the play?
8. Why is Macduff's reaction to the loss of his family presented as admirable rather than weak?
9. Compare the presentation of Macbeth in *"Something wicked this way comes"* with Macduff in *"I must also feel it as a man."* What do these quotations reveal about the differences between the two characters?
10. How do these quotations help Shakespeare explore the themes of morality, masculinity, and what it means to be a 'true man'?

Answers

- 1) *"Wicked"* shows that Macbeth has transformed from a respected hero into an evil and morally corrupt tyrant.
- 2) *"Something"* dehumanises Macbeth, suggesting he has lost his humanity through his violent actions.
- 3) It shows that Macbeth's uncontrolled ambition has corrupted him and transformed him into someone associated with evil.
- 4) Even the witches recognise Macbeth as *"wicked"*, showing that he has become closely connected with the darkness and evil they represent.
- 5) Macduff challenges the idea that masculinity means hiding emotion, showing that a man can be strong while expressing grief.
- 6) *"Feel"* suggests that Macduff believes experiencing and expressing emotion is an important part of being a man.
- 7) Macbeth associates masculinity with violence, courage and aggression, whereas Macduff believes true masculinity can include emotion and compassion.
- 8) His grief demonstrates his love for his family and his humanity, presenting emotional openness as a form of strength rather than weakness.
- 9) Macbeth is presented as dehumanised and morally corrupt, while Macduff is presented as compassionate and honourable. They represent destructive versus healthy forms of masculinity.
- 10) Shakespeare contrasts Macbeth and Macduff to suggest that true manhood is based on morality, loyalty and the ability to feel, rather than violence, power and ruthless ambition.

Week 10	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Number
Topic Area	Prime factors

Key Questions

1. Write the following as products of their prime factors

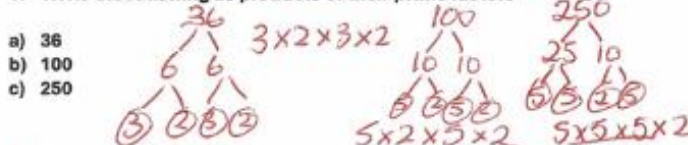
- a) 36
- b) 100
- c) 250

2. Work out the HCF and LCM of 72 and 90. Write as prime factors and then create a Venn diagram

3. Work out the HCF and LCM of 100 and 75.

Answers

1. Write the following as products of their prime factors



2. Work out the HCF and LCM of 72 and 90. Write as prime factors and then create a Venn diagram



3. Work out the HCF and LCM of 100 and 75.



HCF for Q2 is $3 \times 3 \times 2 = 18$

LCM for Q2 is $3 \times 3 \times 2 \times 5 \times 2 \times 2 = 350$

LCM for Q3 is 1500 (multiply all the numbers in the Venn diagram together)

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Week 10	
Day 3	
Subject	Science
Paper	Biology Paper1
Unit	Unit 3 – Infection and response
Topic Area	Protist disease

Key Questions

1. What type of organism causes malaria?
2. Name the type of mosquito that acts as the vector for malaria.
3. What is a vector? Give a simple definition.
4. Using the diagram, what happens when the female *Anopheles* mosquito bites a human?
5. Which organ in the human body does the malaria parasite first infect?
6. According to the diagram, does the malaria parasite reproduce sexually or asexually in the human liver?
7. After the liver, where in the human body are the malaria parasites found next?
8. How does the mosquito become infected with the malaria parasite?
9. Where does sexual reproduction of the malaria parasite take place — in the human or the mosquito?

Answers

1. Protist (single celled parasite)
2. Female
3. An organism that transmits a pathogen from one organism to another
4. The parasite infects the liver
5. Liver
6. Asexually
7. Blood
8. The mosquito bites an infected human
9. Human

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Week 10	
Day 4	
Subject	Incarnation
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Grace and Sacraments

Key Questions

1. What is meant by Grace?
2. How can Catholics show Grace in their lives today?
3. What symbols are used during Baptism and why?
4. The Sacrament of the Eucharist symbolises what?
5. How does the Sacraments support Catholics in their daily lives?
6. Which Sacrament is associated with the Holy Spirit and why?
7. Why is the Sacrament of Baptism important to Catholics?

Answers

1. Grace is the free and undeserved gift of God's love and help. Catholics believe that God gives people grace to help them live good lives and become closer to him.
2. Catholics can respond to God's grace by: Helping others and showing love and kindness. Forgiving people who have hurt them. Praying and developing their relationship with God. Following Jesus' example by serving others.
3. Water – represents cleansing from sin and new life in Christ.

Oil (Chrism) symbolises being strengthened and anointed by the Holy Spirit.
White garment – represents purity and the new life of the person as a Christian.
Candle – represents Christ as the Light of the World and reminds the person to live in Christ's light.
4. The Eucharist symbolizes Jesus' Last Supper and his sacrifice on the cross. Catholics believe the bread and wine become the Body and Blood of Christ through transubstantiation.

It represents Jesus giving himself to humanity and strengthens the relationship between Catholics and God.
5. The Sacraments help Catholics to:

Receive God's grace. Strengthen their relationship with God. Receive forgiveness and healing. Grow in their faith. Receive guidance and strength to live according to Jesus' teachings.
6. Confirmation is particularly associated with the Holy Spirit. This is because Catholics believe the Holy Spirit strengthens and gives the person the gifts they need to live as a committed Christian.
7. Baptism is important because it:

Welcomes a person into the Church.
Removes original sin. Begins a person's life as a Christian. Gives the person new life in Christ. Allows them to share in the life of the Trinity.

"Unless one is born of water and the Spirit, he cannot enter the kingdom of God." — John 3:5

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Week 11	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 5 – Key Quote Analysis

Key Questions

1. How does Shakespeare use the imperative verb *"Out"* in *"Out, damned spot! Out, I say!"* to reveal Lady Macbeth's state of mind?
1. What does the adjective *"damned"* suggest about Lady Macbeth's guilt and her fear of punishment?
2. How does the imagined *"spot"* of blood symbolise the consequences of Duncan's murder?
3. In what ways does this quotation show that Lady Macbeth is being psychologically destroyed by guilt?
4. How does Shakespeare use blood imagery in *"Out, damned spot!"* to develop the theme of guilt throughout the play?
5. Why does Malcolm describe Macbeth as a *"dead butcher"* at the end of the play? What judgment is he making about Macbeth's character?
6. What are the connotations of the noun *"butcher"*, and how do they contrast with Macbeth's earlier presentation as a brave soldier?
7. How does the adjective *"fiend-like"* present Lady Macbeth in Malcolm's final assessment?
8. Compare Lady Macbeth in *"Out, damned spot!"* and *"fiend-like queen."* How does Shakespeare show both her power and her downfall?
9. How do these quotations help Shakespeare convey the message that evil actions ultimately lead to guilt, suffering, and destruction?

Answers

- 1) *"Out"* shows Lady Macbeth desperately trying to command the imagined blood away, revealing her panic and loss of control.
- 2) *"Damned"* suggests she believes she is condemned for her sins and fears spiritual punishment.
- 3) The *"spot"* symbolises the guilt of Duncan's murder, which Lady Macbeth cannot remove from her conscience.
- 4) Her hallucination and obsessive behaviour show that guilt has overwhelmed her mind and is psychologically destroying her.
- 5) The imagined blood represents guilt that cannot be washed away, showing that the consequences of murder are permanent.
- 6) Malcolm calls Macbeth a *"dead butcher"* because Macbeth has become a ruthless killer responsible for numerous deaths.
- 7) *"Butcher"* connotes brutality, violence and merciless killing, contrasting with Macbeth's earlier reputation as an honourable and courageous warrior.
- 8) *"Fiend-like"* associates Lady Macbeth with demons and evil, presenting her as unnatural and morally corrupt.
- 9) Earlier, Lady Macbeth appears powerful and commanding, but *"Out, damned spot!"* reveals that guilt has destroyed this confidence and left her powerless.
- 10) Shakespeare shows that although Macbeth and Lady Macbeth gain power through evil actions, they ultimately suffer guilt, psychological torment and death, suggesting that immoral ambition leads to destruction.

Week 11	
Day 2	
Subject	Maths
Paper	Likely on Calculator
Unit	Number
Topic Area	Percentage Change

Key Questions

- Christy buys a book for £17.40
A year later she sells the book for £9.57
Calculate the percentage decrease in the value of the book.
- In a sale the price of a sofa is reduced from £2500 to £2290
What is the percentage decrease?
- The volume of juice in a bottle is increased from 500ml to 1.25 litres.
Work out the percentage increase.
- The population of Bristol in 1921 was 367,831.
In 2017, the population was 459,300.
Calculate the percentage increase.
Give your answer correct to one decimal place.



Answers

- 45%
- 8.4%
- 150%
- 24.9%

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Week 11	
Day 3	
Subject	Science
Paper	Chemistry
Unit	Unit 1
Topic Area	Group 7

Key Questions

1. What group are the halogens in?
2. How many electrons do the halogens have on their outer shell?
3. Write the formula for the bromine and iodine.
4. Explain why the halogens are so reactive
5. Explain why fluorine is more reactive than bromine – 3 or 4 mark exam question. Bullet point this question
6. Challenge – explain why fluorine is a gas at room temperature. Look at the material on the QR code to help you answer this one.

Answers

1. Group 7
2. 7 electrons in the outer shell
3. Br₂ and I₂ – exist as diatomic mole
4. The halogens have 7 electrons in the outer shell. They want to gain an electron to achieve a stable noble gas structure
5. Fluorine is more reactive
It is a smaller atom
Outer electrons are closer to the positive nucleus
Electron is more easily gained
6. There are weak intermolecular forces of attraction between the molecules. Needs little energy to break

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Week 11	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Triune
Topic Area	Worship, Mission and Music

Key Questions

1. What is meant by the term *worship*?
2. What is *evangelism* and how is it connected to Christian mission?
3. What is the *Trinity*? Name the three persons of the Trinity.
4. How can music help Christians to worship and praise God?
5. How are *Psalms* used in Christian worship? Give two examples.
6. Explain two features of *Gregorian chant* and why it might be used in Christian worship.
7. How are traditional hymns different from contemporary worship songs?
8. Give two reasons why some Christians might prefer contemporary worship songs.
9. Give two reasons why some Christians might disagree with the use of contemporary worship songs.
10. "Contemporary worship songs are the best way to help Christians worship God." Give reasons for and against this statement.

Answers

1. Worship is showing love, respect and devotion to God.
2. Evangelism means sharing the Gospel (Good News) of Jesus Christ with others.

It is connected to Christian mission because Christians are called to spread Jesus' teachings and invite others to learn about and follow Christianity.
3. The Trinity is the Christian belief that there is one God in three persons: God the Father, God the Son (Jesus Christ), God the Holy Spirit.
4. Music can help Christians to express their love, gratitude and faith. Singing together can also create a sense of community and unity. Music can help people to focus on God during worship and can make it easier to remember Scripture and important Christian teachings.
5. The Psalms are prayers and songs found in the Old Testament. They are used in Christian worship in several ways.
Singing or reciting:
Psalms may be sung or spoken during church services, including Catholic Mass. Personal prayer:
Christians can use Psalms as personal prayers, particularly when expressing emotions such as joy, sadness, fear or gratitude.
6. It is usually sung without instruments: Gregorian chant is traditionally unaccompanied, allowing the focus to remain on the words and prayer. It has a calm, flowing style: This creates a peaceful and reflective atmosphere.

It may be used in Catholic worship because of its long history within the Church and because its style can help worshippers focus on God and prayer.
7. Traditional hymns: Often have a long history and have been used in Christian worship for generations. Usually, have a structured form with verses and a regular melody. Often use more traditional or formal language.

Contemporary worship songs: Are generally more modern and may use current musical styles. Often use guitars, drums, keyboards and other modern instruments. May use simpler or more informal language that people find easier to relate to.

8. They are relatable: The modern style and language may feel more relevant to younger Christians and modern congregations. They encourage participation:
Simple melodies and repeated choruses can make it easy for the congregation to sing along and participate actively.
9. They may be too focused on entertainment: Some Christians might feel that loud music and performances can distract people from God and prayer.

They may lack tradition:

Some Christians prefer traditional forms such as Gregorian chant and traditional hymns because they connect worshippers with the history and tradition of the Church.

10. Reasons to agree: Contemporary songs can be accessible and easy to sing.

Modern music may help younger people feel more connected to worship.

The repetition and simple melodies can help people remember Christian teachings. Music can create a strong sense of community and shared worship.

Contemporary songs can help people express their personal relationship with God.

Reasons to disagree:

There is no single form of music that is best for every Christian. People have different preferences and traditions.

Traditional hymns and Gregorian chant can create a peaceful and reverent atmosphere.

Some people may find contemporary music distracting or too focused on performance. Catholics have a long tradition of using Psalms, hymns and sacred music in worship.

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Week 12	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	A Christmas Carol
Topic Area	Stave 1

Key Questions

1. How does Charles Dickens describe Scrooge at the beginning of Stave 1?
2. What is the weather like in London, and how does it reflect Scrooge's character?
3. Who visits Scrooge in his counting house on Christmas Eve?
4. How does Scrooge respond to his nephew Fred's Christmas greetings?
5. What famous phrase does Scrooge repeatedly use when talking about Christmas?
6. Why do the two gentlemen visit Scrooge's office?
7. How does Scrooge react when the gentlemen ask for a charitable donation?
8. What is Bob Cratchit's job, and how is he treated by Scrooge?
9. What unusual event happens when Scrooge returns home that evening?
10. What warning does Jacob Marley's ghost give Scrooge before leaving?

Answers

- 1) As a cold, selfish, miserly and isolated old man.
- 2) It is bitterly cold, dark and foggy, reflecting Scrooge's cold and unwelcoming personality.
- 3) His nephew, Fred.
- 4) He dismisses Fred's enthusiasm and criticises Christmas.
- 5) "Bah! Humbug!"
- 6) To collect money to help the poor at Christmas.
- 7) He refuses to donate and suggests the poor should go to prisons or workhouses.
- 8) He is Scrooge's clerk and is poorly paid and treated harshly.
- 9) Scrooge sees Marley's face in his door knocker before Marley's ghost appears.
- 10) Marley warns Scrooge that he will suffer the same terrible fate unless he changes, and tells him that three spirits will visit him.

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Week 12	
Day 4	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Solving Quadratics

Key Questions

(a) $x^2 + 6x + 8 = 0$

(b) $x^2 + 7x + 12 = 0$

(c) $y^2 + 7y + 10 = 0$

(d) $y^2 + 3y - 4 = 0$

(e) $x^2 - 2x - 8 = 0$

(f) $m^2 - 7m + 12 = 0$

(g) $y^2 - 10y + 25 = 0$

(h) $y^2 - 4y - 45 = 0$

(i) $x^2 - x - 56 = 0$

Answers

(a) $x = -4, x = -2$

(b) $x = -4, x = -3$

(c) $y = -5, y = -2$

(d) $y = -4, y = 1$

(e) $x = -2, x = 4$

(f) $m = 3, m = 4$

(g) $y = 5$

(h) $y = -5, y = 9$

(i) $x = -7, x = 8$

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Week 12	
Day 3	
Subject	RE
Paper	Catholic Christianity
Unit	Triune
Topic Area	Mass Settings & Prayer

Key Questions

1. What is meant by a *Mass setting*?
2. How does the *Gloria* help Catholics to worship God during Mass?
3. What are *Eucharistic acclamations*? Give two examples.
4. Explain how the *Sanctus* expresses what Catholics believe about God.
5. What are the four main types of prayer? Explain how one of them is used by Christians.
6. How is *spontaneous prayer* different from *traditional prayer*? Give one reason why a Christian might prefer each type.
7. How can the posture of a Christian during prayer show what they believe or feel? Give two examples from the sheet.
8. "Christians should only use traditional prayers." Give reasons for and against this statement.

"The words Christians use in prayer are more important than their actions and posture." Evaluate this statement. In your answer, refer to prayer, posture and worship.

Answers

1. A Mass setting is a musical version of the fixed parts of the Catholic Mass, such as the *Gloria*, *Sanctus* and *Agnus Dei*.
2. The Gloria is a hymn of praise to God. Catholics use it to praise and glorify God, thanking him for his greatness and mercy. It also expresses belief in the Trinity, praising the Father, Son, and Holy Spirit. Saying Gloria together also unites the congregation in worship.
3. Eucharistic acclamations are short responses made by the congregation during the Eucharistic Prayer. They express the faith of Catholics in Jesus' death, resurrection and return.

Two examples are: "We proclaim your Death, O Lord, and profess your Resurrection until you come again."
"When we eat this Bread and drink this Cup, we proclaim your Death, O Lord, until you come again."

4. The Sanctus means "Holy" and is said during the Eucharistic Prayer. It begins: "Holy, Holy, Holy Lord God of hosts." This shows that Catholics believe God is holy and worthy of worship. The repetition of "Holy" emphasises God's greatness and holiness. The words "Heaven and earth are full of your glory" show that God's presence and glory are everywhere.

5. The four main types of prayer are:

Adoration – praising and worshipping God for who he is. Confession – admitting and asking forgiveness for sins. Thanksgiving – thanking God for his blessings. Supplication – asking God for help for yourself or others. Example: Catholics use supplication when they pray for someone who is sick. They might ask God to help, heal or support that person.

6. Spontaneous prayer is prayer using your own words, rather than a set prayer. A Christian might prefer it because it allows them to express their personal feelings and experiences directly to God. Traditional prayer uses established prayers that have been used by Christians for many years, such as

the Lord's Prayer or Hail Mary. A Christian might prefer it because the familiar words can help them concentrate and connect with other Christians.

7. Kneeling can show humility and respect towards God. It can demonstrate that the person recognises God's greatness. Standing can show respect and readiness to worship God. It can also symbolise confidence in God's presence.

Other examples include bowing, which can show reverence, and raising hands, which can express praise or openness to God.

8. For

Some Christians may agree because traditional prayers have been used by Christians for generations. Prayers such as the Lord's Prayer are based on Jesus' teachings and give Christians a reliable way to communicate with God. Traditional prayers can also unite Christians because people can pray the same words together during worship.

Against

Other Christians may disagree because spontaneous prayer allows people to communicate personally with God. They can use their own words to express their feelings, worries, and hopes. Jesus taught his followers to pray sincerely rather than simply repeating words, so some Christians may feel that spontaneous prayer is more meaningful.

9. Agree

Some Christians may agree because words communicate directly with God. Traditional prayers contain important beliefs about Christianity. For example, the Lord's Prayer teaches Christians about God's kingdom, forgiveness and dependence on God. Words can also help Christians to express adoration, confession, thanksgiving and supplication. Without words, it may be more difficult for some Christians to express exactly what they believe or ask God for.

Disagree

However, Christians may believe that actions and posture are equally important. Kneeling can show humility, while bowing can demonstrate respect for God. These actions can communicate feelings even when no words are spoken.

Worship is also about how Christians live their lives, not just what they say. Jesus taught Christians to love others and put their faith into action. Therefore, actions such as helping the poor or forgiving others can demonstrate Christian beliefs.

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Week 12	
Day 4	
Subject	Science
Paper	Physics Paper 1
Unit	Electricity
Topic Area	Series Circuits

Key Questions

1. What is the rule for current in a series circuit?
2. How do you find the total resistance of a series circuit?
3. Which equation can you use to find the potential difference across a component if you know the current and resistance?
4. What happens to the total resistance of a series circuit if you add more components?
5. If one component breaks in a series circuit, will the rest of the circuit continue working?

Answers

1. Current in a series circuit is the same everywhere in the circuit.
2. You add the resistances of the individual components together.
3. $V = IR$
4. It increases.
5. No, the circuit is broken so current stops flowing.

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Week 13	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 2

Key Questions

1. Which spirit visits Scrooge at the beginning of Stave 2?
2. How is the Ghost of Christmas Past described by Dickens?
3. Where does the Ghost first take Scrooge?
4. What memories does Scrooge recall about his childhood at school?
5. Which family member visits Scrooge at school and takes him home for Christmas?
6. Who is Fezziwig, and how does he treat his employees?
7. Why does Scrooge praise Fezziwig after watching the Christmas party?
8. What does Belle tell Scrooge when she ends their relationship?
9. What has replaced Scrooge's love for Belle?
10. What does Scrooge do at the end of Stave 2 after becoming upset by the memories?

Answers

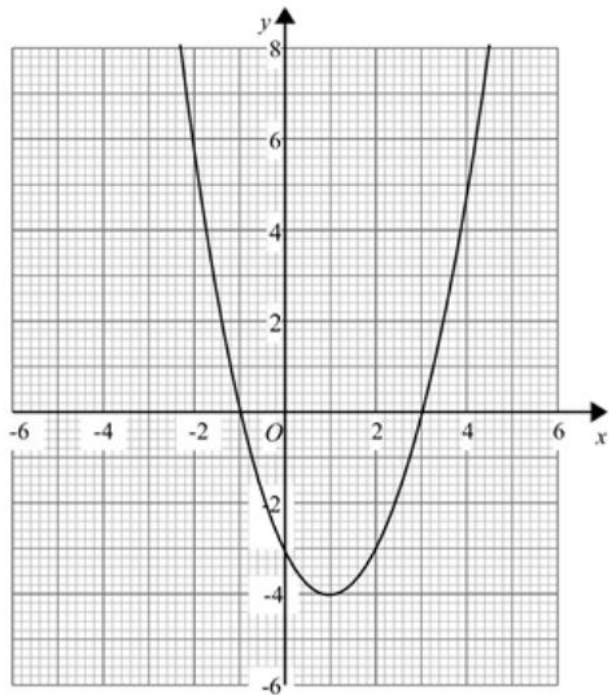
- 1) The Ghost of Christmas Past.
- 2) As a strange, glowing figure that appears both young and old.
- 3) To the countryside where Scrooge grew up and went to school.
- 4) He remembers being left alone at school during Christmas.
- 5) His younger sister, Fan.
- 6) Scrooge's former employer, who treats his employees with kindness, generosity and warmth.
- 7) He realises that Fezziwig made his employees happy through kindness and good treatment.
- 8) She tells him that he has changed and that money has become more important to him than their relationship.
- 9) His love of money and wealth.
- 10) He tries to extinguish the Ghost's light with its cap before falling asleep.

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Week 13	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Quadratic Graphs

Key Questions

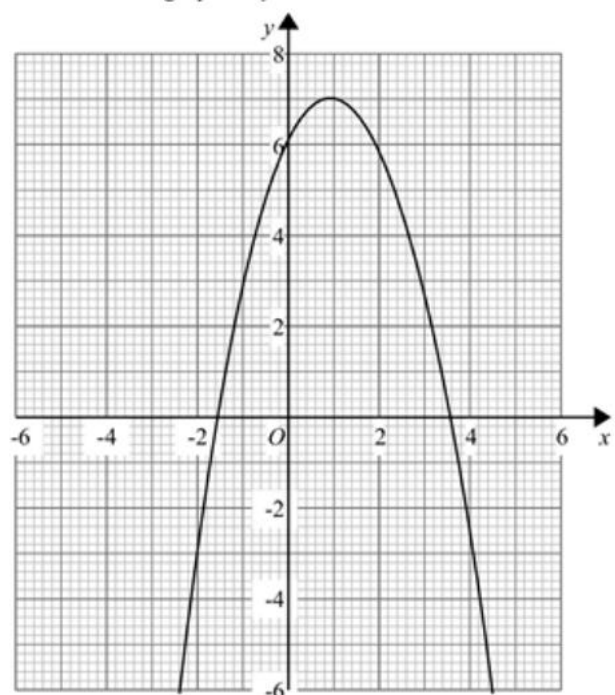
1 Here is the graph of $y = x^2 - 2x - 3$



(a) Write down the turning point of the graph

(b) Use the graph to find the roots of the equation $x^2 - 2x - 3 = 0$

2 Here is the graph of $y = 2x + 6 - x^2$



(a) Write down the turning point of the graph $y = 2x + 6 - x^2$

(b) Use the graph to find the roots of the equation $x^2 = 2x + 6$

Answers

Q1. Turning point (1 , -4)

Roots $x = -1$ $x = 3$

Q2. Turning point (1 , 7)

Roots $x = -1.6$ $x = 3.6$

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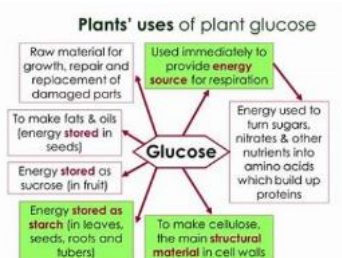
Week 13	
Day 3	
Subject	Science
Paper	Biology
Unit	Unit 4 - Bioenergetics
Topic Area	Photosynthesis and the uses of glucose

Key Questions

1. What is photosynthesis? Give a simple definition.
2. Where do plants get the light energy needed for photosynthesis?
3. Name the two substances (reactants) that a plant takes in to carry out photosynthesis.
4. Name the two products made during photosynthesis.
5. What is the name of the green substance in leaves that captures light?
6. Write the word equation for photosynthesis.
7. Complete the symbol equation: $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{_____} + 6\text{O}_2$
8. Using the glucose diagram, give one way a plant uses glucose immediately.
9. Glucose can be stored in plants. Name one substance it is stored as, and where it is stored.

Answers

1. The process by which plants produce glucose for respiration
2. Sun
3. Carbon dioxide and water
4. Glucose and oxygen
5. Chlorophyll
6. Carbon dioxide and water ----> Glucose and Oxygen
7. $\text{C}_6\text{H}_{12}\text{O}_6$
8. - Growth and repair
 - Stored in seeds as fats and oils
 - Stored as starch for use later as it is insoluble.
 - To make cellulose cell walls



9.

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Week 13	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Triune
Topic Area	Trinity and Scripture

Key Questions

1. What is meant by the term *Trinity*?
2. Name the three persons of the Trinity and explain what Christians believe about their relationship to one another.
3. How does the creation story in Genesis help Christians understand the Trinity?
4. How does the baptism of Jesus provide evidence for belief in the Trinity?
5. How does the Trinity affect the way Christians understand God as the Father, Son and Holy Spirit?
6. Explain how Christians might experience the work of the Holy Spirit in their lives today.
7. Give two reasons why the Trinity is important to Christian belief and worship.
8. "The Trinity is difficult to understand, so it is not important for Christians." Give reasons why someone might agree and reasons why a Christian might disagree.

"The Trinity shows that God is a God of relationship and love." Discuss this statement.

In your answer, refer to the Father, Son and Holy Spirit and at least one piece of Scripture.

Answers

1. The Trinity is the Christian belief that there is one God in three persons: the Father, the Son and the Holy Spirit. They are distinct persons but are one God, sharing the same divine nature.
2. The three persons are: God the Father – creator and sustainer of the universe. God the Son (Jesus Christ) – God who became human to bring salvation to humanity. God the Holy Spirit – God's presence and power working in the world and in believers. They exist in a perfect relationship of love and unity.
3. Genesis helps Christians understand that God is the creator of everything.

Genesis 1:2 describes the Spirit of God moving over the waters, while God creates through his word. Christians can connect this with the New Testament teaching that Jesus (the Word) was involved in creation.

John 1:1 says: "In the beginning was the Word, and the Word was with God, and the Word was God."

Therefore, Christians can see the creation account as showing the work of God, the Spirit, and the Word/Son.

4. Jesus' baptism provides a clear example of the three persons of the Trinity appearing together.

In Matthew 3:16–17: Jesus the Son is being baptised. The Holy Spirit descends like a dove. A voice from heaven says, "This is my Son, whom I love", representing the Father.

5. The Trinity helps Christians understand that God can be experienced in different ways while remaining one God. As Father, God is the loving creator and source of all life. Through the Son, God became human and showed his love through Jesus' life, death and resurrection. Through the Holy Spirit, God remains present and active in the world and in people's lives. The Trinity therefore shows Christians that God is loving, personal and active.
6. Christians may believe they experience the Holy Spirit through: Prayer, where they feel guided or comforted. Worship, where they experience God's presence. Receiving gifts of the Spirit, such as wisdom, courage, or understanding. Helping others and being inspired to show love and compassion. Making important decisions where they feel the Spirit is guiding them. For Catholics, the Sacrament of Confirmation is particularly associated with receiving the Holy Spirit and being strengthened in faith.

7. It explains who God is. The Trinity is central to Christian belief because it teaches that God is Father, Son and Holy Spirit, while still being one God. It is central to worship and prayer. Christians often pray and worship “in the name of the Father, and of the Son, and of the Holy Spirit.” The Trinity is also reflected in the Sign of the Cross used by Catholics.
8. Reasons someone might agree:
The Trinity is a complex idea and can be difficult for humans to understand.
Some Christians may believe that it is more important to follow Jesus' teachings than to understand the exact nature of God. The word “Trinity” does not appear in the Bible, so someone might argue that Christians can have faith without fully understanding the doctrine.

Reasons a Christian might disagree:

The Trinity is a central Christian belief about the nature of God. It helps Christians understand the relationship between the Father, Son and Holy Spirit. Jesus' baptism provides evidence of the three persons together. The Trinity is important in Christian worship, prayer and Sacraments.

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Week 14	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 3

Key Questions

1. Which spirit visits Scrooge at the beginning of Stave 3?
2. How is the Ghost of Christmas Present described?
3. What does the Ghost show Scrooge first?
4. How does the Cratchit family celebrate Christmas despite their poverty?
5. What is Tiny Tim's attitude during Christmas Day celebrations?
6. Why is Tiny Tim an important character in Stave 3?
7. What does the Ghost predict may happen to Tiny Tim?
8. How does Fred's Christmas gathering differ from Scrooge's usual Christmas?
9. What do Fred and his guests think about Scrooge?
10. Who are the two children hidden beneath the Ghost's robes, and what do they represent?

Answers

- 1) The Ghost of Christmas Present.
- 2) As a large, cheerful and welcoming figure dressed in a green robe.
- 3) The busy streets and people preparing to celebrate Christmas.
- 4) They celebrate happily together with a simple Christmas dinner, showing love and gratitude despite having little money.
- 5) He is cheerful, grateful and hopeful despite his poor health.
- 6) He represents innocent and vulnerable children affected by poverty and encourages Scrooge to develop compassion.
- 7) Tiny Tim will die if the future remains unchanged.
- 8) Fred's Christmas is warm, joyful and sociable, unlike Scrooge's lonely and miserable Christmas.
- 9) They recognise that Scrooge is unpleasant and miserable but still feel sympathy for him and enjoy joking about his behaviour.
- 10) Ignorance and Want. They represent society's neglect of the poor and the dangers caused by poverty and lack of education.

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Week 14	
Day 2	
Subject	Maths
Paper	Calculator
Unit	Number
Topic Area	Compound interest

Key Questions

Sam invests £1800 in the bank for four years.
It earns compound interest of 4% each year.
Calculate the total amount Sam has in the bank at the end of four years.



A full water tank holds 500 litres.
The tank begins to leak water and is losing 14% of its contents every hour.
Find how much water is left in the tank after 8 hours.

The height of a tree increases by 60% each year.
When planted the tree was 40cm tall.
How tall will the tree be in 5 years time.

Carrie invests £800 for 4 years at 3% interest per year.
How much interest does she earn?

Answers

£2105.74 or £2105.75

149.609 litres

419.4 cm or 4.194 m

£100.40 or £100.41

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Week 14	
Day 3	
Subject	Science
Paper	Chemistry
Unit	Unit 2
Topic Area	Unit 1 Development of the atom

Key Questions

1. Describe the plumb pudding model
2. What charge is an alpha particle
3. What experiment lead to changes to the plumb pudding model
4. In the alpha scattering experiment, most of the particles went straight through. What did this show?
Most of the atom was.....
5. In the alpha scattering experiment, a very small number of particles were deflected by 90° . What did this show?
6. Which model shows the electrons orbiting at specific distances from the nucleus?
7. Who discovered the neutrons?

Answers

1. Sphere of positive charge with negative electrons embedded in it
2. Alpha particles have 2 protons and 2 neutrons. It is positively charged
3. Alpha scattering experiment
4. Most of the atom was empty space
5. The nucleus is positively charged and exists in the center of the nucleus
6. Bohrs model
7. Chadwick

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Week 14	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Triune
Topic Area	The Trinity in Catholic Life

Key Questions

1. What does the **Shema** (Deuteronomy 6:4–5) teach about God?
2. Using **Matthew 3:16–17**, explain how this passage reveals the **three Persons of the Trinity**.
3. What does **Galatians 4:6** tell us about our relationship with God? How does this show the work of the **Holy Spirit** in the life of a believer?
4. Explain how each Person of the **Trinity** can be seen in **Genesis 1:1–3**.
5. Choose **two beliefs about the Trinity** found in the **Nicene Creed** and explain them in your own words.
6. What does the word **mission** mean? Give **two examples** of how the Church carries out its mission today.
7. What is **evangelism**? Give **three ways** a Christian might be involved in evangelism.
8. According to **Pope Benedict XVI, Deus Caritas Est 19**, what does he mean when he says, “*The Spirit is... the energy which transforms the heart and leads us to action*”? Give **two ways** this action can be expressed in the life of a Catholic today.
9. Give **two arguments in support** of the statement: “**The best way for Christians to show their belief in the Trinity is by preaching the Gospel.**”
10. Compare the ideas of **St Augustine** and **Catherine La Cugna** on the intimacy of God’s love. Identify **one similarity and one difference** between their viewpoints.

Answers

1. The Shema teaches that there is only one God: “*The Lord our God, the Lord is one.*” This expresses the Christian belief in monotheism — belief in one God.
2. Matthew 3:16–17 describes the Baptism of Jesus and shows all three Persons of the Trinity together. Jesus, the Son, is being baptised in the River Jordan. The Holy Spirit descends like a dove and comes upon Jesus. God the Father speaks from heaven, saying, “*This is my beloved Son, with whom I am well pleased.*”
3. Galatians 4:6 says that because we are God's children, God sent the Spirit of his Son into our hearts, enabling us to call God “*Abba! Father!*” This shows that Christians have an intimate and personal relationship with God. Through the Holy Spirit, believers can approach God as a loving Father rather than seeing him as distant. The Holy Spirit works within believers, helping them to recognise that they are children of God and strengthening their faith and relationship with him.
4. Belief 1: “We believe in one God.”

This means Catholics believe there is only one God, rather than three separate gods. This connects with the Shema and the Christian belief in monotheism. Belief 2: “We believe in the Holy Spirit, the Lord, the giver of life.” This teaches that the Holy Spirit is fully divine and is involved in giving and sustaining life. The Holy Spirit is not simply a force or symbol but is the third Person of the Trinity.

Another possible belief is that Jesus is “*of one Being with the Father*”, meaning that Jesus is fully God, sharing the same divine nature as the Father.

5. Mission means the purpose or task given to the Church by Jesus, particularly to spread the Gospel and help bring people closer to God. Two examples are:

Evangelism — Catholics proclaim the Gospel through preaching, teaching, parish activities and supporting people in discovering Christianity.

Charity and service — the Church helps people in need through organisations such as CAFOD, food banks, homeless shelters and international aid projects.

6. Evangelism means sharing and spreading the Gospel (Good News) of Jesus Christ in order to bring people to faith.

Three ways Christians can evangelise include:

Preaching or teaching about Jesus and the Christian faith.

Inviting others to church, Mass, youth groups or other Christian activities.

Living as an example of Christian faith, showing God's love through actions such as forgiveness, charity and service.

7. Pope Benedict XVI means that the Holy Spirit changes people internally, helping them to become more loving and concerned for others. This inner transformation should then lead to practical action rather than remaining simply a feeling or belief. Two ways this could be expressed by a Catholic today are: Helping people in need, for example volunteering with a charity or supporting the poor. Showing Christian love in everyday life, such as forgiving others, caring for someone who is struggling or standing up for people who are treated unfairly.

8. Argument 1:

The Trinity is central to the Christian Gospel. Jesus commanded his followers to *“make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit”* (Matthew 28:19). Therefore, preaching the Gospel allows Christians to directly share their belief in the Father, Son and Holy Spirit.

Argument 2:

Jesus' mission was to bring people into a relationship with God. By preaching the Gospel, Christians can explain God's love shown through Jesus and the work of the Holy Spirit. This means preaching can help others understand the Trinity and potentially develop their own relationship with God.

9. Similarity:

Both St Augustine and Catherine La Cugna emphasise that God's nature is fundamentally connected with love and relationship. The Trinity shows that God is not isolated but exists in a loving relationship between Father, Son and Holy Spirit.

Difference:

St Augustine used the idea of human relationships and the mind to help explain the Trinity. He compared the Trinity to things such as lover, beloved and love. Catherine La Cugna focused more strongly on the idea that the Trinity reveals that God wants human beings to participate in God's life and love. For her, understanding the Trinity should affect how Christians live and relate to others, rather than being only an abstract theological idea.

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Week 15	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 4

Key Questions

1. Which spirit visits Scrooge in Stave 4?
2. How is the Ghost of Christmas Yet to Come described?
3. Why is Scrooge frightened by this spirit?
4. What are the businessmen discussing when Scrooge sees them in London?
5. How do the people talking about the dead man feel about his death?
6. What items have been stolen from the dead man's house, and who tries to sell them?
7. What does Scrooge notice about the dead man that begins to worry him?
8. What does Scrooge discover when he visits the Cratchit family's home?
9. How do the Cratchits react to Tiny Tim's death?
10. What does Scrooge eventually realise when the Ghost shows him a neglected gravestone?

Answers

- 1) The Ghost of Christmas Yet to Come.
- 2) As a silent, mysterious figure dressed in a black hooded robe.
- 3) Its frightening appearance, silence and uncertainty about what it will show him make Scrooge afraid.
- 4) They are casually discussing the death of a wealthy man.
- 5) They show little sadness or sympathy and are largely indifferent to his death.
- 6) His bed curtains, blankets, clothes and other belongings are stolen and sold by his servants to Old Joe.
- 7) Nobody seems to care about or mourn the dead man.
- 8) He discovers that Tiny Tim has died.
- 9) They are devastated by his death but remember him with love and affection.
- 10) He realises that the neglected grave belongs to him and that he is the unloved dead man everyone has been discussing.

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Week 15	
Day 4	
Subject	Maths
Paper	Any (non-calculator and calculator)
Unit	Algebra
Topic Area	Laws of indices

Key Questions

Write as a single power of y

(a) $y^7 \times y^3$ (b) $y^9 \div y^7$ (c) $y^6 \div y^2$ (d) $(y^3)^5$ (e) $y^7 \div y$ (f) $y^3 \div y^7$ (g) $(y^9)^5$
(h) $y^6 \times y^7$ (i) $y^6 \times y^5 \times y^2$ (j) $y^8 \times y \times y^3$ (k) $\frac{y^8}{y^5}$

2, Write as a single power of y

$$2y \times 3y^2$$

$$4y^5 \times 9y^3$$

Answers

(a) y^{10} (b) y^2 (c) y^4 (d) y^{15} (e) y^6 (f) y^{-4}

(g) y^{45} (h) y^{13} (i) y^{13} (j) y^{12} (k) y^3

2. $6y^3$

3. $36y^8$

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Week 15	
Day 3	
Subject	RE
Paper	Catholic Christianity
Unit	Redemption
Topic Area	Key terms & Beliefs

Key Questions

1. What is **conscience**, and how does it guide a person?
2. What does the word **Eucharist** mean?
3. What is **salvation** in Christianity?
4. What is meant by the **Resurrection** of Jesus?
5. What is the **Ascension**, and when did it happen?
6. What does **redemption** mean in Christian belief?
7. What does the Church mean by the **Body of Christ**?
8. How does the **Eucharist** help Catholics to live as disciples of Jesus?
9. How are the **Crucifixion, Resurrection and Ascension** connected to Christian beliefs about salvation?
10. Explain how the beliefs on this page give Christians **hope** for new life with God.

Answers

1. Conscience is a person's inner sense of what is right and wrong. Catholics believe that conscience helps a person to make moral decisions and choose what is good.
2. Eucharist means "thanksgiving." It is the Catholic celebration in which bread and wine become the Body and Blood of Christ through the power of the Holy Spirit and the words of consecration. The Eucharist is also known as Holy Communion.
3. Salvation means being saved from sin and its consequences and being brought into eternal life and friendship with God.
4. The Resurrection is the belief that Jesus rose from the dead on the third day after his Crucifixion.
5. The Ascension is the belief that Jesus was taken up into heaven after his Resurrection. According to Acts 1:3, Jesus appeared to his disciples for 40 days after the Resurrection before ascending into heaven. The Ascension marks Jesus returning to the Father and prepares for the coming of the Holy Spirit at Pentecost.
6. Redemption means being freed or rescued from sin. Catholics believe that Jesus' sacrifice on the cross redeemed humanity from sin and restored the relationship between God and humanity.
7. First, the Church is described as the Body of Christ because Christians are united with Christ and with one another. Jesus is the head of the Church, while Christians are like different parts of one body. Second, Catholics believe that the Eucharist is truly the Body and Blood of Christ. When Catholics receive Holy Communion, they believe they are receiving Christ himself.

8. The Eucharist helps Catholics to live as disciples because it: Strengthens their relationship with Jesus by receiving his Body and Blood. Reminds them of Jesus' sacrifice and his command to love and serve others. Unites the Church as Catholics gather together in worship. Gives them spiritual strength to follow Jesus' teachings in everyday life.

9. Crucifixion: Jesus dies on the cross, offering himself for humanity's sins. This makes redemption and reconciliation with God possible.

Resurrection: Jesus rises from the dead, showing his victory over sin and death. It gives Christians hope that they too can have eternal life.

Ascension: Jesus returns to the Father in heaven. Christians believe that he remains with God and that the Holy Spirit is sent to guide and strengthen the Church.

10. Christians have hope because they believe that Jesus defeated death through his Resurrection. His Resurrection shows that death is not the end and that eternal life with God is possible.

The Crucifixion gives Christians hope because Catholics believe Jesus' sacrifice brings forgiveness and redemption from sin.

The Ascension gives hope because Jesus has entered into the glory of heaven and Christians believe they can ultimately share in eternal life with God.

The Eucharist also gives Catholics hope because they believe that receiving Christ strengthens their relationship with him and gives them a foretaste of eternal life.

Catholics believe that through Jesus' death, Resurrection and Ascension, they can be forgiven, reconciled with God and ultimately receive new and eternal life.

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Week 15	
Day 4	
Subject	Science
Paper	Physics Paper 1
Unit	Electricity
Topic Area	Parallel Circuits

Key Questions

1. How many routes are there for current to flow in a parallel circuit?
2. More current will flow down a branch of a parallel circuit if it has a _____ resistance.
3. What is the rule for potential difference across each branch of a parallel circuit?
4. How do you know the total resistance of a parallel circuit?
5. If one lamp in the circuit shown above breaks, what happens to the other one?

Answers

1. More than one.
2. Lower.
3. The potential difference across each branch is the same as the potential difference of the power supply/battery.
4. The total resistance of a parallel circuit is less than the resistance of the component with the lowest resistance.
5. The other lamp will still work.

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Week 16	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 5

Key Questions

1. How does Scrooge feel when he wakes up on Christmas morning?
2. Why is Scrooge relieved when he sees that he is still alive?
3. What does Scrooge ask the boy in the street to buy for him?
4. Why does Scrooge send the prize turkey to the Cratchit family?
5. How does Scrooge behave towards the people he meets in the street?
6. What does Scrooge do when he meets the gentleman who had asked him for a charitable donation?
7. How is Scrooge welcomed when he arrives at Fred's Christmas dinner?
8. How does Scrooge treat Bob Cratchit when he arrives late to work the next day?
9. In what ways does Scrooge change his behaviour towards Bob and his family?
10. What does Dickens tell the reader about Tiny Tim at the end of the novel?

Answers

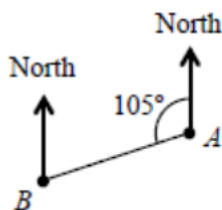
- 1) He feels joyful, grateful and excited.
- 2) He realises he still has time to change his behaviour and avoid the future shown by the Ghost.
- 3) The prize turkey from the poulterer's shop.
- 4) To show generosity and help the family enjoy their Christmas.
- 5) He behaves warmly and cheerfully, greeting people and wishing them a Merry Christmas.
- 6) He apologises and promises to make a generous charitable donation.
- 7) Fred welcomes him warmly and happily into the celebration.
- 8) He initially pretends to be angry before surprising Bob by raising his salary.
- 9) He increases Bob's salary, supports his family and helps Tiny Tim.
- 10) Tiny Tim survives, and Scrooge becomes like a second father to him.

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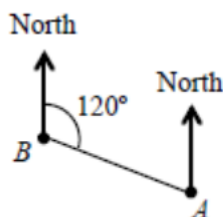
Week 16	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Bearings

Key Questions

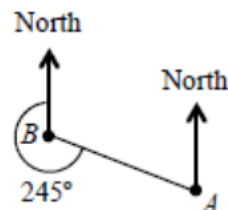
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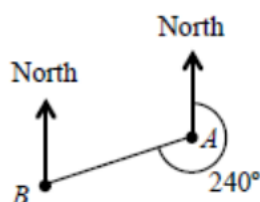
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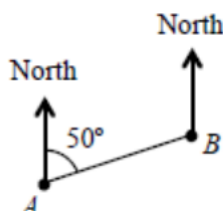
A3 Find the bearing of A from B



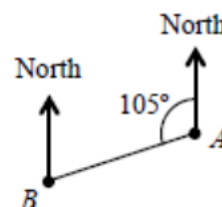
B1 Find the bearing of A from B



B2 Find the bearing of B from A

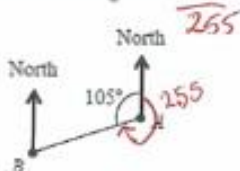


B3 Find the bearing of A from B

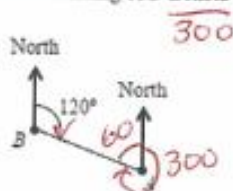


Answers

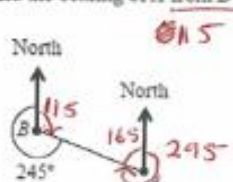
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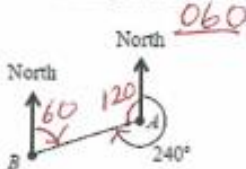
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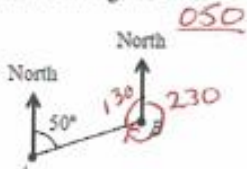
A3 Find the bearing of A from B



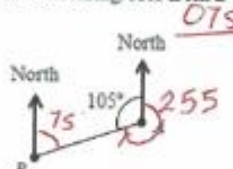
B1 Find the bearing of A from B



B2 Find the bearing of B from A



B3 Find the bearing of A from B



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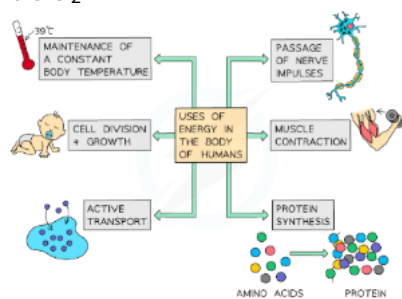
Week 16	
Day 3	
Subject	Science
Paper	Biology paper 1
Unit	Unit 4 - Bioenergetics
Topic Area	Respiration

Key Questions

1. What is respiration? Give a simple definition.
2. Which substance (food) is broken down during respiration to release energy?
3. Name the organelle inside the cell where respiration takes place.
4. Where do we get the glucose used in respiration?
5. Where do we get the oxygen used in respiration?
6. Explain the difference between respiration and breathing.
7. Write the word equation for aerobic respiration.
8. Complete the symbol equation: $C_6H_{12}O_6 + 6O_2 \rightarrow \text{_____} + 6H_2O$
9. Using the diagram, give two ways the human body uses the energy released by respiration.

1. The release of energy from glucose
2. Glucose
3. Mitochondria
4. Digestion of the food we eat
5. From the air we breathe in
6. Respiration is chemical and breathing is physical
7. Glucose and Oxygen ----> carbon dioxide and water
8. $6CO_2$

9.



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Week 16	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Redemption
Topic Area	How Jesus shows Redemption

Subject Content Key Questions

1. What is meant by the **Crucifixion** of Jesus?
2. Why do Christians believe Jesus' death brings about **redemption**?
3. What happened at the **Resurrection**, and why is it important to Christians?
4. What does the **Resurrection** show Christians about the power of sin and death?
5. What is the **Ascension**, and what does it tell Christians about Jesus?
6. Explain the Christian belief that Jesus' death and Resurrection offer **salvation**.
7. How does the life, death and Resurrection of Jesus demonstrate **God's love** for humanity?
8. What does the Eucharist mean when Catholics say that the bread and wine become the **Body and Blood of Christ**?
9. How does the **Eucharist** connect Catholics with the death and Resurrection of Jesus?
10. Explain how the **Crucifixion → Resurrection → Ascension** form a connected story of Christian **salvation**.

Answers

1. The Crucifixion is the execution of Jesus by being nailed to a cross.
2. Christians believe Jesus' death brings redemption because he took upon himself the consequences of human sin. Jesus, offered himself as a sacrifice so that humanity could be reconciled with God.
3. The Resurrection is the belief that Jesus rose from the dead on the third day after his Crucifixion. The Gospels describe the tomb as empty and Jesus appearing to his disciples. It is important because it shows that Jesus truly defeated death.
4. The Resurrection shows Christians that sin and death do not have the final victory. Christians therefore have hope of eternal life and believe that they too can be raised to life with God.
5. The Ascension is the event when Jesus was taken up into Heaven after his Resurrection.
6. Catholics believe that Jesus' death provides redemption from sin, while his Resurrection conquers death and opens the way to eternal life. Through Jesus, humanity can be reconciled with God and receive salvation.
7. Jesus' life demonstrates God's love because he taught people to love God and others and showed compassion towards those who were suffering. His death demonstrates God's love because Jesus willingly sacrificed himself for humanity. His Resurrection demonstrates God's power and gives humanity hope of eternal life.
8. Catholics believe in the Real Presence of Christ in the Eucharist. Through transubstantiation, the bread and wine become the Body and Blood of Christ.
9. The Eucharist recalls Jesus' Last Supper, Crucifixion and Resurrection. During Mass, Catholics remember Jesus' sacrifice and believe that Christ is truly present in the Eucharist. It connects them with Jesus' death and Resurrection and strengthens their relationship with him. The Eucharist therefore helps Catholics to share in the mystery of Christ's sacrifice and salvation.
10. **Crucifixion:** Jesus dies on the cross, offering himself for the forgiveness of human sin and reconciling humanity with God.
Resurrection: Jesus rises from the dead, demonstrating that sin and death have been defeated and giving Christian's hope of eternal life.
Ascension: Jesus returns to the Father in Heaven, showing his divine glory and completing his earthly mission.

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Week 17	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 1 – Key Quote Analysis

Key Questions

1. How does Dickens use the simile "*solitary as an oyster*" to present Scrooge at the beginning of the novella?
2. What are the connotations of the word "*oyster*" in "*solitary as an oyster*", and how might they hint at Scrooge's potential for change?
3. How does the statement "*Decrease the surplus population*" reveal Scrooge's attitude towards the poor and vulnerable members of society?
4. Why might Dickens have included the adjective "*surplus*" in this quotation, and what criticism of Victorian society does it convey?
5. How does the pathetic fallacy in "*The fog came pouring in*" reflect Scrooge's moral and emotional state in Stave 1?
6. What might the symbolism of *fog* suggest about Scrooge's understanding of his responsibilities to others?
7. How does the image of "*one coal*" in Bob Cratchit's fire highlight the inequality between Scrooge and his clerk?
8. What does Dickens suggest about Scrooge's character through his refusal to provide more than "*one coal*" for warmth?
9. How does the metaphor of the "*chain*" in "*I wear the chain I forged in life*" convey Dickens' message about personal responsibility?
10. How does Marley's declaration that "*Mankind was my business*" help Dickens communicate his message about social responsibility and compassion?

Answers

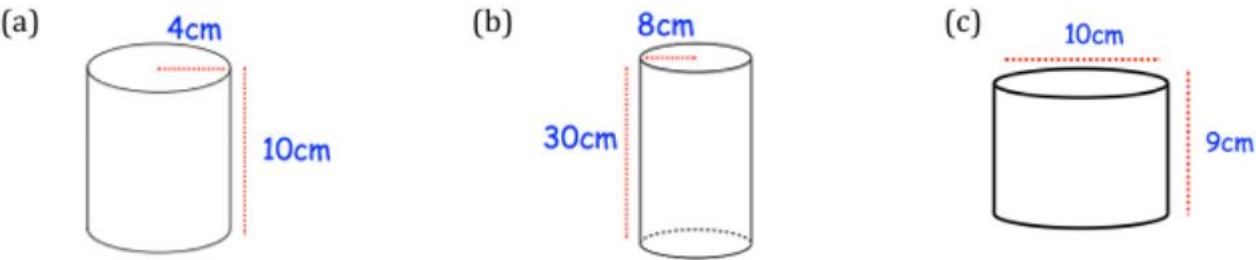
- 1) The simile presents Scrooge as isolated, closed-off and emotionally detached from other people.
- 2) An “oyster” has a hard, closed shell, reflecting Scrooge’s defensive and cold exterior. However, oysters can contain pearls, perhaps suggesting there is goodness within Scrooge and that he has the potential to change.
- 3) It shows Scrooge’s cruel and dismissive attitude towards the poor, treating vulnerable people as a problem rather than as individuals deserving compassion.
- 4) “Surplus” suggests something unnecessary or disposable, showing how the poor were dehumanised. Dickens criticises attitudes that valued people according to their economic usefulness.
- 5) The thick fog reflects Scrooge’s emotional coldness and moral confusion, creating a dark and oppressive atmosphere around him.
- 6) The fog symbolises Scrooge’s inability or unwillingness to recognise his responsibility towards other people and the suffering around him.
- 7) “One coal” emphasises how little Scrooge is willing to provide for Bob, highlighting the imbalance of wealth and power between employer and employee.
- 8) It presents Scrooge as miserly, selfish and lacking compassion, as he prioritises saving money over Bob’s basic comfort.
- 9) The “chain” symbolises the consequences Marley created through his own selfish choices. “Forged” suggests that people create their own punishment through their actions, emphasising personal responsibility.
- 10) “Mankind was my business” shows that caring for other people should have been Marley’s true responsibility. Dickens uses him to argue that people have a moral duty to show compassion and support those in need.

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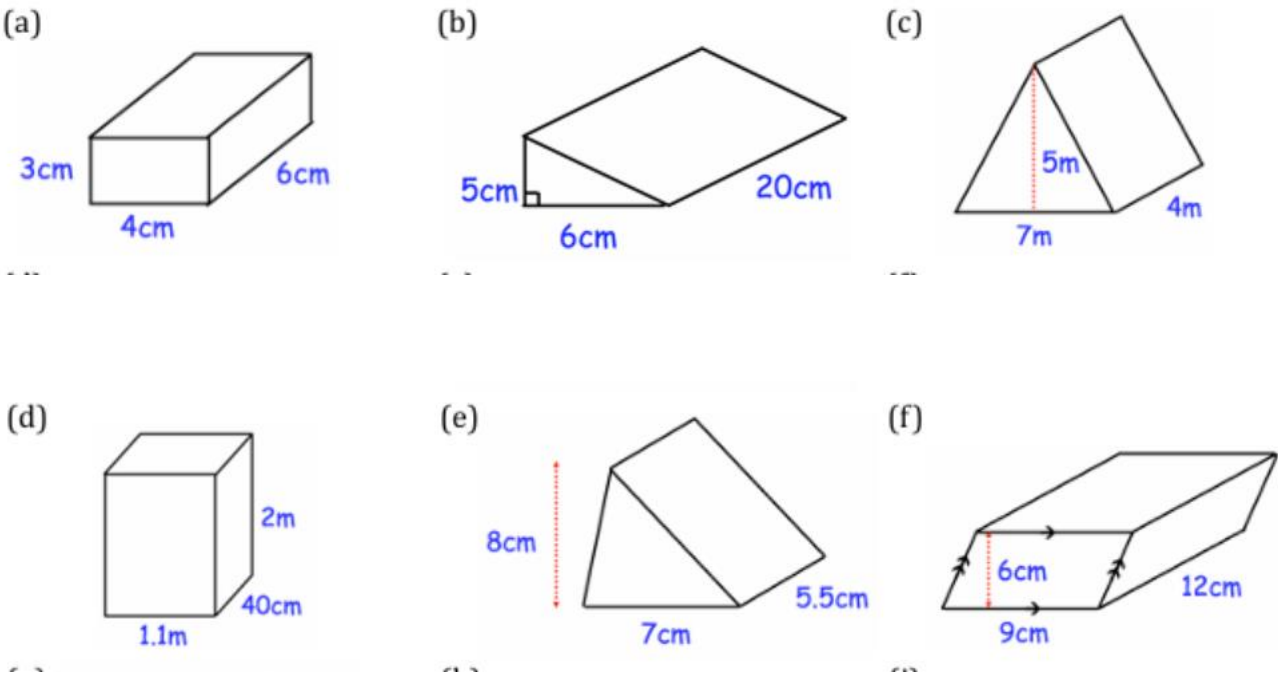
Week 17	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Volume

Key Questions

Question 1: Work out the volume of each cylinder.
Give each answer to one decimal place.



Find the volume of the following prisms.



Answers

(a) 502.7 cm³

(b) 6031.9 cm³

(c) 706.9 cm³

(a) 72cm³

(b) 300cm³

(c) 70m³

(d) 0.88m³

(e) 154cm³

(f) 648cm³

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Week 17	
Day 3	
Subject	Science Chemistry
Paper	Paper 1
Unit	Unit 4 Chemical Changes
Topic Area	Soluble salts

Key Questions

1. Describe the appearance of copper oxide. Copper oxide neutralises sulfuric acid.
2. Copper sulphate is a soluble salt. What does this mean?
3. How was the excess copper oxide removed from the copper sulphate solution?
4. Complete the word equation – copper oxide + sulfuric acid →
5. Complete the symbol equation including state symbols $\text{CuO}_{(s)} + \text{H}_2\text{SO}_{4(aq)} \rightarrow$
6. The copper sulphate solution was heated gently. What did this leave in the evaporating basin?
7. Name the base (metal oxide) that is needed to produce magnesium sulphate
8. Name the acid that would be needed to produce copper chloride crystals (what acid has chlorine in it?)

Answers

1. Black solid
2. It dissolves in a solvent
3. Filtering/ filtration
4. -> copper sulphate + water
5. -> $\text{CuSO}_4(aq) + \text{H}_2\text{O}(l)$
6. Crystals of copper sulphate salt. The water evaporated
7. Magnesium oxide
8. Hydrochloric acid (produced chlorides)

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Week 17	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Redemption
Topic Area	Church Design

Key Questions

1. Why were many churches built facing **Jerusalem** before the Second Vatican Council?
2. What was the significance of the **altar** being against the east wall?
3. Why did the priest traditionally celebrate Mass with his **back to the congregation**?
4. Why were churches often built in the shape of a **cross (cruciform)**?
5. How did church design change following the **Second Vatican Council**?
6. Why did churches after Vatican II place greater emphasis on **congregational participation**?
7. What is the purpose of the **altar** in a Catholic church?
8. What is the purpose of the **lectern**, and what is read from it?
9. What does the **crucifix** remind Catholics about Jesus?
10. What is the **tabernacle**, and why is the **sanctuary lamp** important?

Answers

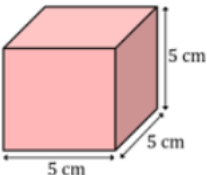
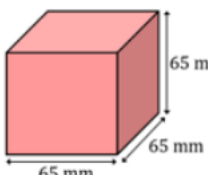
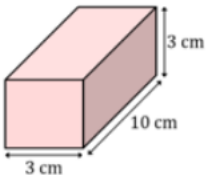
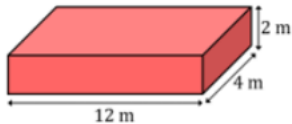
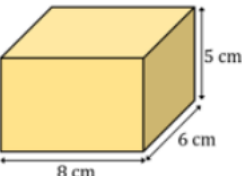
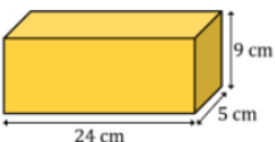
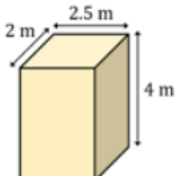
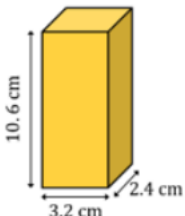
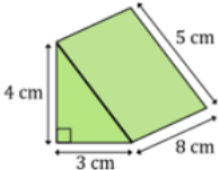
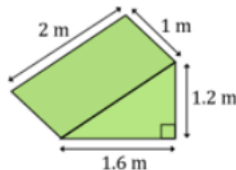
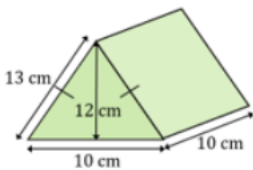
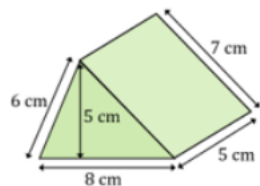
1. Many churches were built facing east, towards the rising sun. The east was associated with Jerusalem, where Jesus died and rose again.
2. Having the altar against the east wall meant that the priest and congregation faced the same direction during Mass. The east represented Christ, the Resurrection and the hope of his Second Coming. It also emphasised that the Mass was an act of worship directed towards God.
3. To symbolise that the priest and congregation were together facing God in worship.
4. Represents the cross on which Jesus was crucified. It reminds Catholics of Jesus' sacrifice and suffering for humanity. The shape therefore helps Christians remember the importance of the Crucifixion and salvation.
5. Catholic churches were redesigned to encourage greater participation by the congregation. Altars were often moved away from the wall so the priest could face the people. Seating was also arranged so that the congregation could see and hear the celebration of Mass more easily.
6. Vatican II encouraged Catholics to take a more active and conscious role in worship. The congregation was encouraged to respond, sing, listen to Scripture and participate in the Eucharist rather than simply observe the priest.
7. The altar is the central place where the Eucharist is celebrated. Catholics believe that during Mass the bread and wine become the Body and Blood of Christ through transubstantiation. The altar also recalls the Last Supper and Jesus' sacrifice on the cross.
8. The lectern is where readings from the Bible are proclaimed during Mass.
9. The crucifix shows Jesus on the cross and reminds Catholics of his suffering and death.
10. The tabernacle is where the consecrated Eucharist is kept. Catholics believe Christ is truly present in the Eucharist. The sanctuary lamp, usually a red lamp near the tabernacle, indicates that the Blessed Sacrament is present.

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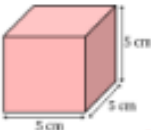
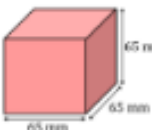
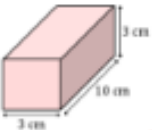
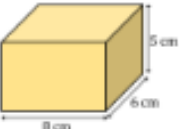
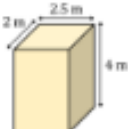
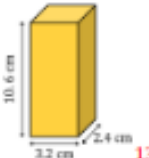
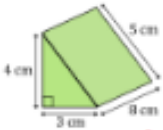
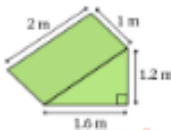
Week 18	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 2 – Key Quote Analysis
Key Questions 1. How does Dickens use the adjectives <i>"solitary"</i> and <i>"neglected"</i> to create sympathy for the young Scrooge? 2. What does the description <i>"a solitary child, neglected by his friends"</i> reveal about Scrooge's childhood experiences? 3. How might Scrooge's isolation as a child help explain his behaviour as an adult? 4. Why does Dickens choose to show readers Scrooge's lonely childhood during Stave 2? 5. What are the connotations of the noun <i>"idol"</i> in Belle's question, <i>"What idol has displaced you?"</i> 6. How does the metaphor of <i>"a golden one"</i> suggest that money has become Scrooge's new religion? 7. What does Belle's use of the verb <i>"displaced"</i> reveal about the changes in Scrooge's priorities? 8. How does Dickens present the corrupting influence of wealth through the quotation <i>"a golden one"</i>? 9. Compare the lonely child in <i>"a solitary child, neglected by his friends"</i> with the greedy businessman described by Belle. How does Dickens show Scrooge's transformation? 10. How do these quotations help Dickens explore the idea that loneliness and the pursuit of wealth can prevent genuine human happiness?	
Answers 1) "Solitary" and "neglected" emphasise Scrooge's loneliness and lack of care, encouraging the reader to feel sympathy for him. 2) It reveals that Scrooge experienced isolation and rejection during his childhood and was left without companionship at Christmas. 3) His childhood isolation may explain why he struggles to form meaningful relationships and isolates himself from others as an adult. 4) Dickens reveals Scrooge's past to make him a more complex and sympathetic character and to show that his behaviour has been shaped by his experiences. 5) "Idol" has religious connotations of worship, suggesting that Scrooge now values and worships money above everything else. 6) "Golden" represents wealth, while "idol" suggests worship, presenting money as the new object of Scrooge's devotion. 7) "Displaced" suggests that his love for Belle has been pushed aside and replaced by his desire for wealth. 8) Dickens presents wealth as corrupting because Scrooge's obsession with money destroys his loving relationship and leaves him isolated. 9) The neglected child initially suffers because others isolate him, but as an adult Scrooge chooses wealth over relationships and creates his own isolation. 10) Dickens shows that both isolation and the obsessive pursuit of wealth can destroy relationships and prevent genuine happiness, suggesting that love and human connection are more valuable than money.	
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Week 18	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Surface area

Key Questions

(a) 	(b) 	(c) 	(d) 
(e) 	(f) 	(g) 	(h) 
(i) 	(j) 	(k) 	(l) 

Answers

(a)  150 cm²	(b)  25350 mm²	(c)  138 cm²	(d)  160 m²
(e)  236 cm²	(f)  762 cm²	(g)  46 m²	(h)  134.08 cm²
(i)  108 cm²	(j)  6.72 m²	(k)  480 cm²	(l)  145 cm²

Week 18	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Electricity
Topic Area	Mains Electricity

Key Questions

1. What is the national grid?
2. What is the potential difference of UK mains electricity?
3. What is the frequency of UK mains electricity?
4. What does a step-up transformer do to potential difference and current?
5. What are the functions of each wire in a UK plug? *(see YouTube videos for more on this)*

Answers

1. A network of cables and transformers used to transfer power from power stations to homes and businesses.
2. 230V
3. 50Hz
4. Increases potential difference and decreases current.
5. Live – carries the energy (using current) to the device
Neutral – completes the circuit
Earth – prevents the device becoming live in case of a fault

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Week 19	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 3 – Key Quote Analysis

Key Questions

1. How does Dickens use the image of the "hearth" in "*gathered around the hearth*" to present the Cratchit family?
2. What does the symbolism of the *hearth* reveal about Dickens' views on family and happiness?
3. How does Dickens create a contrast between the warmth of the Cratchit home and Scrooge's life through the quotation "*gathered around the hearth*"?
4. What do the adjectives "*withered*" and "*little*" in "*Tiny Tim's withered little hand*" suggest about Tiny Tim's condition and vulnerability?
5. How does Dickens use Tiny Tim to encourage readers to feel sympathy for poor and disadvantaged children?
6. In what ways does "*Tiny Tim's withered little hand*" highlight the consequences of poverty in Victorian society?
7. What effect does the list of adjectives "*yellow, meagre, scowling, wolfish*" have on the reader's impression of Ignorance and Want?
8. How does Dickens use animal imagery in the word "*wolfish*" to present Ignorance and Want as dangerous?
9. How do the quotations "*Tiny Tim's withered little hand*" and "*yellow, meagre, scowling, wolfish*" work together to communicate Dickens' message about society's treatment of the poor?
10. How do these three quotations help Dickens explore the themes of family, poverty and social responsibility throughout the novella?

Answers

- 1) The "hearth" represents warmth, comfort and togetherness, presenting the Cratchits as a loving and united family.
- 2) The hearth symbolises the warmth of family life, suggesting that genuine happiness comes from love and relationships rather than wealth.
- 3) The Cratchits have little money but possess emotional warmth and companionship, whereas wealthy Scrooge lives alone in a cold and empty home.
- 4) "Withered" suggests weakness and poor health, while "little" emphasises Tiny Tim's youth, innocence and vulnerability.
- 5) Dickens presents Tiny Tim as innocent, loving and vulnerable so readers sympathise with children who suffer through poverty despite being blameless.
- 6) Tiny Tim's physical weakness suggests that poverty can damage children's health and wellbeing, highlighting the consequences of inadequate support for the poor.
- 7) The list creates a disturbing and frightening image of Ignorance and Want, showing the severe effects of society's neglect.
- 8) "Wolfish" makes the children seem animalistic and threatening, suggesting that neglecting poverty and education can create dangerous consequences for society.

- 9) Tiny Tim represents the innocent victims of poverty, while Ignorance and Want represent what can happen when society continues to neglect them. Together, they encourage readers to recognise their responsibility towards the vulnerable.
- 10) Dickens contrasts the loving Cratchit family with the suffering caused by poverty to argue that compassion, family and social responsibility are more valuable than wealth and selfishness.

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Week 19	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Solving equations

Key Questions

- (a) $2m + 8 = 15$ (b) $10w - 3 = 45$ (c) $4x + 5 = 7$
- (d) $5w + 11 = 19$ (e) $8x + 2 = 30$ (f) $4x + 11 = 3$
- (g) $6w + 20 = 2$ (h) $2w - 9 = -6$ (i) $3c + 8 = -13$
- (j) $\frac{x}{3} + 6 = 1$ (k) $\frac{w}{2} + 8 = 3$ (l) $\frac{m}{8} + 7 = -1$
- (m) $\frac{1}{2}x + 3 = 15$ (n) $\frac{1}{4}m - 7 = 2$ (o) $\frac{1}{3}x - 2 = -6$

Answers

- (a) $m = 3.5$ (b) $w = 4.8$ (c) $x = 0.5$
- (d) $w = 1.6$ (e) $x = 3.5$ (f) $x = -2$
- (g) $w = -3$ (h) $w = 1.5$ (i) $c = -7$
- (j) $x = -15$ (k) $w = -10$ (l) $m = -64$
- (m) $x = 24$ (n) $m = 36$ (o) $x = -12$

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Week 19	
Day 3	
Subject	Science
Paper	Biology Paper 1
Unit	Unit 2 Organisation
Topic Area	Principles of Organisation
Key Questions 1. What are the smallest building blocks of living things called? 2. Give one example of a type of cell. 3. What is a tissue? Give a simple definition. 4. Write the correct order of organisation from smallest to largest. 5. What is an organ? Give a simple definition. 6. The stomach is an organ. Name one type of tissue found in the stomach. 7. In the deer diagram, what is found at the cellular level (box A)? 8. In the deer diagram, which organ is shown at the organ level (box C)? 9. Which organ system is shown at box D in the deer diagram?	
Answers 1. Cells 2. Plant cell / animal cell/ sperm cell / red blood cell etc. 3. A group of similar cells working together 4. Cell --> tissue --> organ --> organ system --> organism 5. A group of tissues working together 6. Muscle 7. Heart muscle 8. Heart 9. Circulatory	
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Week 19	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Church and Kingdom
Topic Area	The Church
Key Questions 1. What is meant by the term <i>Church</i>? 2. Give two beliefs about what the Church is. 3. What are the <i>Four Marks of the Church</i>? 4. Explain what it means to say that the Church is <i>One</i>. 5. Explain what it means to say that the Church is <i>Holy</i>. 6. What does it mean to say that the Church is <i>Catholic</i>? 7. What does it mean to say that the Church is <i>Apostolic</i>? 8. What is <i>Apostolic Succession</i> and why is it important to the Catholic Church? 9. What is the <i>Magisterium</i>? Explain how it helps guide Catholics today. “The Magisterium is essential for Catholics.” Give reasons for and against this statement.	
Answers 1. The Church is the community of Christians who believe in and follow Jesus Christ. For Catholics, the Church is also the Body of Christ on Earth and the means through which God continues Jesus' work. 2. The Church is the Body of Christ, with Jesus as its head and Christians as members. The Church is the People of God, united in faith and called to worship God and continue Jesus' mission. 3. The Four Marks of the Church are: One, Holy, Catholic, Apostolic. 4. The Church is One because all Christians are united through their belief in one God, one faith and one baptism. 5. The Church is Holy because its founder, Jesus Christ, is holy, and the Church is guided by the Holy Spirit. 6. Catholic means universal. The Church is Catholic because it is for all people and all nations, rather than being limited to one culture or country. 7. The Church is Apostolic because it was founded on the apostles, who were chosen by Jesus. Catholics believe that the Church continues the apostles' teaching and mission today. 8. Apostolic Succession is the belief that the authority given by Jesus to the apostles has been passed down through generations of bishops. 9. The Magisterium is the teaching authority of the Catholic Church. It consists primarily of the Pope and bishops, who teach on matters of faith and morals. 10. Reasons for The Magisterium can be seen as essential because Catholics need authoritative guidance about what the Church teaches. The Pope and bishops help Catholics understand Scripture and Tradition and apply them to modern moral issues. For example, questions about bioethics, marriage and social justice can be complicated. The Magisterium provides Catholics with clear guidance about how their faith should influence their decisions. Catholics also believe that the Magisterium has authority because of Apostolic Succession. The bishops are successors to the apostles, so their teaching authority is connected to the authority Jesus gave to the apostles. Reasons against Some Catholics might argue that the Magisterium is not essential for every individual decision because Catholics can use their own conscience, reason and prayer when making moral choices. Catholics also have direct access to Scripture, particularly through reading the Bible and hearing it at Mass. Catholics may disagree with or struggle to understand particular teachings of the Magisterium, showing that having an authoritative teaching body does not automatically mean every Catholic will accept or follow its guidance.	
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Week 20	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 4 – Key Quote Analysis

Key Questions

1. How does Dickens use the verb "*honour*" to show Scrooge's transformation by the end of the novella?
2. What does the phrase "*in my heart*" suggest about the depth of Scrooge's change?
3. How does this quotation contrast with Scrooge's attitude towards Christmas in Stave 1?
4. Why is the word "*heart*" significant in a novella that explores kindness, compassion and generosity?
5. How does the modal verb "*will*" reflect Scrooge's determination to become a better person?
6. What does the phrase "*all the year*" suggest about Dickens' message regarding Christmas values?
7. How does this quotation present the theme of redemption in *A Christmas Carol*?
8. In what ways does Dickens suggest that true change comes from within through this quotation?

Answers

- 1) "Honour" shows that Scrooge now respects and values Christmas rather than rejecting it.
- 2) "In my heart" suggests his transformation is genuine, emotional and deeply rooted within him.
- 3) In Stave 1, Scrooge dismisses Christmas as "Humbug", whereas he now embraces and values its principles.
- 4) "Heart" symbolises love, compassion and emotional warmth, showing that Scrooge has developed qualities he previously lacked.
- 5) "Will" expresses certainty and determination, showing Scrooge is committed to changing his behaviour.
- 6) "All the year" suggests that generosity, kindness and compassion should be practised throughout the year, not only at Christmas.
- 7) It shows that Scrooge has recognised his previous mistakes and transformed into a kinder, more compassionate person, demonstrating that redemption is possible.
- 8) "In my heart" suggests Scrooge's transformation is internal rather than superficial, showing that genuine change requires a person to alter their values and attitudes.

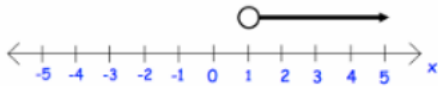
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Week 20	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Inequalities

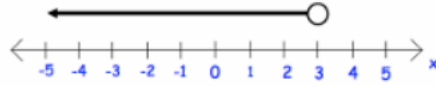
Key Questions

Write down the inequalities

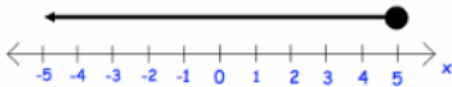
(a)



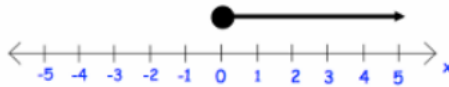
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(c)



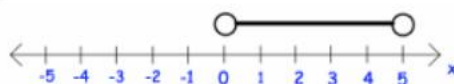
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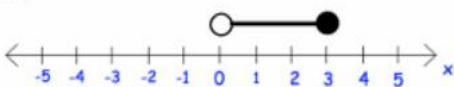
(a)



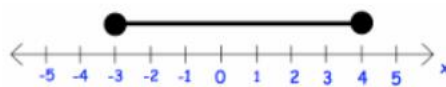
(b)



(c)



(d)



Write the following on the number lines.

Answers

(a) $x > 1$

(b) $x < 3$

(c) $x \leq 5$

(d) $x \geq 0$

(a) $1 < x < 4$

(b) $0 < x < 5$

(c) $0 < x \leq 3$

(d) $-3 \leq x \leq 4$

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Week 20	
Day 3	
Subject	Science
Paper	Chemistry Paper 1
Unit	Unit 4 Chemical Changes
Topic Area	Electrolysis

Key Questions

1. What type of compounds can you use electrolysis to separate?
2. What could you do to solid copper chloride to make it an electrolyte? Think about the ions being able to move!!
3. What equipment is needed for electrolysis?
4. What electrode will metal ions be attracted to? Metal ions are always positive.
5. What electrode will the non-metal ions be attracted to? The non-metal ions are negative.
6. What solid forms from the electrolysis of molten zinc bromide?
7. What gas will form from the electrolysis of molten zinc chloride?
8. What happens to the ions at the electrode?
9. What forms from the electrolysis of lead chloride?

Answers

1. Ionic compounds
2. Dissolve it in water or melt it/ make it molten
3. Electrodes, power pack, wires and crocodile clips, electrolyte
4. Negative electrode (opposite charges attract)
5. Positive electrode
6. Zinc metal
7. Chlorine
8. Discharged – the ions form atoms
9. Lead metal and chlorine gas

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Week 20	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Church and Kingdom
Topic Area	Kingdom Values

Key Questions

1. What is meant by the term *Kingdom of God*?
2. What three values are at the heart of the Kingdom of God?
3. Explain what *justice* means as a value of the Kingdom of God.
4. Explain what *peace* means as a value of the Kingdom of God.
5. What is meant by *reconciliation*? Give one example of how it can help build the Kingdom of God.
6. What does the phrase "Thy Kingdom come" mean in the Lord's Prayer?
7. Give two ways in which Christians can help to build the Kingdom of God today.
8. Explain how caring for the poor and protecting the vulnerable can help to build God's Kingdom.
9. Give two reasons why CAFOD is an example of Christians putting Kingdom values into action.
10. "The Kingdom of God can only be built through the actions of Christians." Give reasons for and against this statement.

Answers

1. The Kingdom of God means God's rule or reign over people and the world.
2. The three key values are: Justice, Peace, Reconciliation
3. Justice means treating people fairly and giving everyone the rights and opportunities they deserve.
4. Peace means more than simply the absence of war. It involves harmony, cooperation and right relationships between people and communities.
5. Reconciliation means restoring a relationship after there has been conflict, disagreement or wrongdoing. It involves forgiveness and repairing broken relationships.
6. "Thy Kingdom come" means Christians are praying for God's rule to be established on Earth and for God's Kingdom to be fully realised in the future.
7. Helping the poor and vulnerable, for example by giving to charities or volunteering. Promoting peace and reconciliation, for example by forgiving others and helping resolve conflicts.
8. Jesus taught Christians to care for those who are suffering and disadvantaged. By helping the poor and vulnerable, Christians promote justice and human dignity. For example, providing food, shelter or education can improve people's lives and reduce inequality. This puts Jesus' teachings into practice and helps create a society based on justice, love and compassion, reflecting God's Kingdom.
9. CAFOD is an example because:
It helps people living in poverty, promoting justice by working to reduce inequality and improve people's living conditions.
It responds to conflict and suffering and works with communities around the world, promoting peace and reconciliation.

10. For

Christians believe they have a responsibility to help build God's Kingdom on Earth. Jesus taught his followers to love their neighbour, care for the poor, forgive others and work for peace. For example, organisations such as CAFOD allow Christians to help people experiencing poverty and injustice. This shows how Christian action can make God's Kingdom more visible in the world.

Against

The Kingdom of God is ultimately God's Kingdom, so Christians cannot create it entirely through their own actions. Christians believe God is responsible for bringing about the Kingdom fully in the future. For example, people of other religions or no religion can campaign against poverty, help vulnerable people and work for peace.

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Week 21	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 5 – Key Quote Analysis

Subject Content

Use the revision ideas below to process and create your own revision material e.g. flashcards/mind maps using the core ideas and key quotations below.

<i>A Christmas Carol</i>				
Big Idea	1 Redemption through self-reflection	2 Compassion creates social change	3 Ignorance and Want destroy society	
Writer's Message	Change begins when individuals confront their own greed and indifference.	Kindness and empathy can heal divisions and reform society.	Social neglect breeds danger and despair.	
Model Example	<i>Through Scrooge's transformation, Dickens suggests that redemption is possible when people face their moral failures.</i>	<i>Dickens champions compassion as the key to repairing the divide between rich and poor.</i>	<i>By personifying Ignorance and Want, Dickens warns that a society without care or education will destroy itself.</i>	
Stave One Ruthless	Stave Two Regretful	Stave Three Realisation	Stave Four Remorseful	Stave Five Redeemed
'solitary as an oyster' 🐚	'solitary child, neglected by his friends'	'Gathered around the hearth' 🔥	"I will honour Christmas in my heart and try to keep it all the year."	'I am quite a baby' 🐚
'Decrease the surplus population'	'What idol has displaced you [...] a golden one'	'Tiny Tim's withered little hand'		'I am as light as a feather' 🐚
'The fog came pouring in' 🌫️		'yellow, meagre, scowling, wolfish'		'No fog. No mist' 🌫️
'One coal' 🔥				'I'll raise your salary and endeavour to assist your struggling family'
'I wear the chain I forged in life... is its pattern strange to you?' 🗑️				'Make up the fires!' 🔥
'Mankind was my business'				

Videos or other useful links

Further revision for A Christmas Carol can be found here:



Revision ideas

Revision ideas (for English Literature)

1. Learn Key Quotes (Not Entire Pages)

- ☒ Easier to remember
- ☒ Can be used in multiple essay questions

2. Create Theme and Character Mind Maps

- ☒ Helps you see connections across the whole text

3. Practise WHAT-HOW-WHY Paragraphs

- ☒ Improves essay-writing skills quickly

4. Use Flashcards and Self-Quizzing

☒ Active recall is much more effective than simply reading notes

5. Complete Timed Exam Questions

☒ The best preparation for the real exam

Key Questions

1. How does Dickens use the metaphor "*I am quite a baby*" to symbolise Scrooge's rebirth and new beginning?
2. What do the connotations of the noun "*baby*" suggest about Scrooge's character at the end of the novella?
3. How does the simile "*I am as light as a feather*" reflect the emotional impact of Scrooge's transformation?
4. What has Scrooge been freed from when he declares that he is "*as light as a feather*"?
5. How does Dickens use the short sentence "*No fog. No mist.*" as symbolism for Scrooge's newfound understanding and clarity?
6. What is the significance of the disappearance of the *fog* and *mist*, which were prominent earlier in the novella?
7. How does the quotation "*I'll raise your salary and endeavour to assist your struggling family*" demonstrate a change in Scrooge's attitude towards wealth and responsibility?
8. What does the verb "*assist*" reveal about Scrooge's developing sense of social duty?
9. How does the imperative command "*Make up the fires!*" contrast with the earlier image of Bob Cratchit trying to warm himself with "*one coal*"?
10. How do all five quotations collectively help Dickens present the theme of redemption and the possibility of personal change?

Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

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Week 21	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

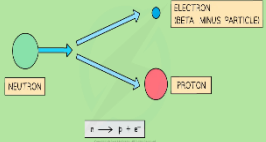
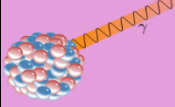
Key Questions

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Week 21	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Atomic Structure
Topic Area	Properties of Radiation

Subject Content

Radiation Type	Description of Radiation	Properties of Radiation
 Alpha Alpha Particle	A <u>particle</u> which is made up of <u>2 protons and 2 neutrons</u>. Sometimes it is referred to as being the “same as a helium nucleus” as this is also 2 protons and 2 neutrons. Mass = 4 Charge = +2 (due to 2 protons)	Penetration power: low; absorbed by paper/skin Ionisation power: highly ionising Range in air: 2-3cm
 Beta	A <u>particle</u> which is the same as a high-speed electron. It is formed when a neutron turns into a proton and an electron. The electron is emitted and this is the beta particle. Mass = 0 (negligible) Charge = -1	Penetration power: medium; absorbed by a sheet of aluminium a few mm thick Ionisation power: medium ionising power Range in air: up to 1 metre
 Gamma	Gamma radiation is a high energy electromagnetic wave. It is <u>not a particle</u>. Because it is a wave, gamma has no mass and no charge.	Penetration power: high; absorbed by lead Ionisation power: low ionising power Range in air: infinite

Videos or other useful links

- <https://www.youtube.com/watch?v=1ui5YnYkYpc>
- <https://www.youtube.com/watch?v=QDwyGflgyho>
- Sparx science independent learning codes: R937, R694 and R767.

Revision ideas

- Complete the Sparx science independent learning codes listed

- Attempt and red pen these exam questions:

<https://DUWOUEK.exampopro.net>



Key Questions

1. Put the three types of radiation in order of highest ionisation power to lowest ionisation power.
2. Which types of radiation are particles? Describe them.
3. Which type of radiation is an EM wave?
4. Why is alpha radiation dangerous if it gets into the human body?
5. What is the charge of an alpha particle and why does it have this charge?
6. What is the charge of a beta particle and why does it have this charge?

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Week 21	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Eschatology
Topic Area	Beliefs about Life after Death

Subject Content

1

Eschatology

Our Hope Beyond This Life

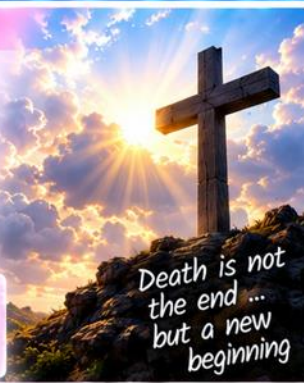
"I have come that they may have life, and have it to the full."
John 10:10

Know Understand Apply Succeed!

What is Eschatology?

- Eschatology is the study of what will take place at the end of time.
- It looks at Catholic beliefs about death, judgement and eternal life.
- It gives Christians hope and helps us to live good lives now.
- Our faith in the resurrection means death is not the end, but a new beginning.

"I am the resurrection and the life."
John 11:25



Catholic Beliefs about Life After Death

Heaven	● The state of eternal happiness in God's presence. ● We believe we will join the Communion of Saints. ● A life of love, joy and peace with God forever.
Purgatory	● A state of cleansing to remove the effects of sin. ● It prepares us to be fully ready for Heaven. ● We trust in God's mercy and forgiveness.
Hell	● The state of total separation from God. ● Choosing to reject God's love leads to eternal separation. ● It is a serious reminder to live good lives and turn to God.
The Last Judgement	● At the end of time, Jesus will come again in glory. ● We will be judged on our words, actions and love for others. ● Those who have loved and followed God will share in eternal life.

"He will come again in glory to judge the living and the dead."
(From the Nicene Creed)

The Last Rites – Preparing for Eternal Life

- The last rites are prayers and actions that prepare a dying person for death.
- They include the sacraments of Reconciliation, Anointing of the Sick and Holy Communion (Viaticum).
- They give strength, peace and forgiveness.
- They help the person to be ready to meet God.

"May the angels lead you into paradise, may the martyrs come to welcome you and take you to the holy city, the new and eternal Jerusalem."
(From the Commendation of the Dying)



Symbols and Memorials

The Paschal Candle ● Represents the risen Christ as the light of the world. ● Used at the Easter Vigil, in Baptism and in funerals. ● The Alpha (A) and Omega (Ω) show that Jesus is the beginning and the end. ● The Cross shows that death and resurrection are connected. "The light shines in the darkness, and the darkness has not overcome it." John 1:5	Tombstones and Monuments ● RIP – Rest in peace, showing the hope of eternal life. ● Angels can represent protection, especially for children. ● Often include prayer or Scripture. ● Monuments, such as those in St Peter's Basilica, honour the lives of the faithful. 	Remembrance Gardens ● A place of peace to remember loved ones. ● For those who are cremated, ashes are kept in an urn and treated with respect. ● It helps the bereaved to pray and find comfort. 
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Key Message

- ✓ Death is not the end – we have hope in the resurrection and eternal life.
- ✓ Catholics believe in Heaven, Purgatory and Hell, and that one day Jesus will return to judge the living and the dead.
- ✓ We show our faith in eternal life through prayer, the last rites and the way we remember our loved ones.
- ✓ This hope inspires us to live good lives now, loving God and others.

Our faith gives us hope today and for ever.

Videos or other useful links



SCAN ME



SCAN ME

Revision ideas

Draw out the Paschal Candle and label
Create a table for and against Remembrance Gardens.

Key Questions

1. What is meant by the term *eschatology*?
2. What do Catholics believe happens after death?
3. Explain two Catholic beliefs about *Heaven*.
4. What is *Purgatory* and why do Catholics believe it is important?
5. What do Catholics believe about *Hell*? Give two reasons why a person might end up there.
6. What is the *Last Judgement* and when will it happen?
7. What are the *Last Rites*? Explain two ways they can help a dying person.
8. What is the *Paschal Candle* and what does it symbolise?
9. Explain two ways that Catholic tombstones, monuments or remembrance gardens can express belief in life after death.
10. "Belief in life after death gives Christians hope." Give reasons for and against this statement.

Which Catholic belief gives the most hope about life after death: the Resurrection, Heaven, the Communion of Saints or the Last Judgement?

Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

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Week 22	
Day 1	
Subject	English
Paper	Lit Paper 2
Unit	An Inspector Calls
Topic Area	Social Responsibility – Key Quote Analysis

Subject Content

Use the revision ideas below to process and create your own revision material e.g. flashcards/mind maps using the core ideas and key quotations below.

An Inspector Calls

 Big Idea	1 Social responsibility is collective	2 Class and hypocrisy conceal truth	3 Change through the younger generation
 Writer's Message	Everyone is connected; ignoring others causes harm.	The upper class hide selfishness behind respectability.	Hope for progress lies with youth willing to reject outdated values.
 Model Example	<i>Priestley presents the Inspector as the voice of collective responsibility, reminding the Birlings that 'we are members of one body.'</i>	<i>Through the Birlings, Priestley exposes the hypocrisy of the upper classes who value reputation over morality.</i>	<i>By contrasting Sheila's remorse with her parents' arrogance, Priestley shows that social change depends on the younger generation.</i>

Social Responsibility	Gender	Generational Gap	Consequences
"The lighting should be pink and intimate until the Inspector arrives, and then it should be brighter and harder." - Stage Directions	'Everything's all right now Sheila. What about this ring?' – Gerald Croft 	'Girls of that class-' – Mrs Birling	'Fire and blood and anguish' – Inspector Goole
'We are members of one body' – Inspector Goole	'She was pretty and a good sport' – Eric Birling	'These girls aren't cheap labour- they're people.' – Sheila Birling	'Chain of events.' – Inspector Goole
'A man has to look after himself and his family- of course.' – Mr Birling		"You slammed the door in her face." Sheila to Mrs B 	
"Closing the door sharply behind him." Stage Directions 		'unsinkable, absolutely unsinkable.' – Mr Birling	
"Leaving door open behind him." Stage Directions 		'You mustn't try to build up a kind of wall between us and that girl.' – Sheila Birling	

Videos or other useful links

Further revision for An Inspector Calls can be found here:



Revision ideas

Revision ideas (for English Literature)

1. Learn Key Quotes (Not Entire Pages)

- ☒ Easier to remember
- ☒ Can be used in multiple essay questions

2. Create Theme and Character Mind Maps

- ☒ Helps you see connections across the whole text

3. Practise WHAT-HOW-WHY Paragraphs

- ☒ Improves essay-writing skills quickly

4. Use Flashcards and Self-Quizzing

☒ Active recall is much more effective than simply reading notes

5. Complete Timed Exam Questions

☒ The best preparation for the real exam

Key Questions

1. How does Priestley use the contrast between "*pink and intimate*" and "*brighter and harder*" lighting to reflect the Inspector's role in the play?
2. What do the adjectives "*brighter*" and "*harder*" suggest about the truths the Inspector will reveal?
3. How does the metaphor "*We are members of one body*" communicate Priestley's message about social responsibility?
4. Why might Priestley choose the collective noun "*one body*" to represent society?
5. How does Mr Birling's statement "*A man has to look after himself and his family*" reflect capitalist attitudes in the play?
6. What is the significance of Birling adding "*of course*" to his statement? What does it reveal about his beliefs?
7. How do the quotations "*We are members of one body*" and "*A man has to look after himself and his family*" present contrasting viewpoints about society?
8. What might the stage direction "*Closing the door sharply behind him*" suggest about the Inspector's impact on the Birling family?
9. How does the final stage direction "*Leaving door open behind him*" function as a symbol of possibility, change, or uncertainty?
10. How do the stage directions involving the door help Priestley structure the Inspector's arrival and departure to reinforce the play's themes of responsibility and change?

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Week 22	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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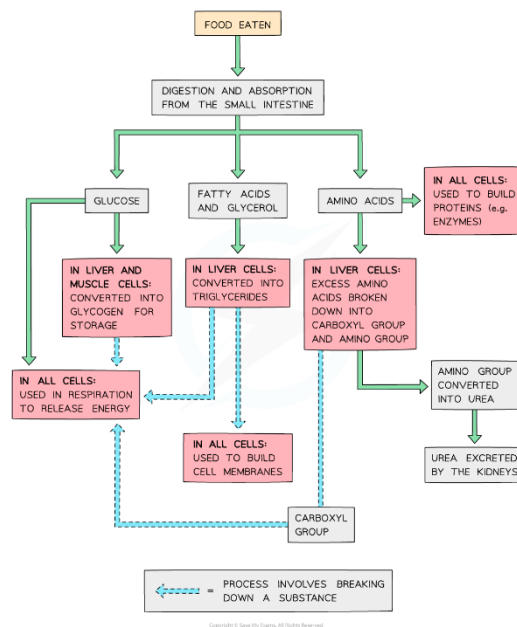
Week 22	
Day 3	
Subject	Science
Paper	Biology Paper 1
Unit	Unit 4 Bioenergetics
Topic Area	Metabolism

Subject Content

Metabolism is the name for all the chemical reactions that happen inside the cells of a living organism. These reactions keep the organism alive and working.

Metabolism includes two main types of reaction. Some reactions **build up** larger molecules from smaller ones, such as joining glucose molecules together to make starch, or joining amino acids to make proteins. Other reactions **break down** larger molecules into smaller ones, such as breaking down glucose during respiration to release energy.

The energy released from respiration is used to power these reactions and to do other important jobs in the body, like growth, movement, and keeping warm.



Videos or other useful links



Revision ideas

Key Questions

1. What is metabolism? Give a simple definition.
2. Using the diagram, what three substances is food broken down into during digestion and absorption in the small intestine?
3. In liver and muscle cells, glucose is converted into which substance for storage?
4. What is glucose used for in all cells to release energy?
5. Using the diagram, amino acids are used in all cells to build which type of molecule?
6. When excess amino acids are broken down, the amino group is converted into urea. Which organ removes (excretes) the urea from the body?

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Week 22	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Eschatology
Topic Area	After Death

Subject Content

2

Eschatology – Judgement, Heaven, Hell and Purgatory

Choices Today – Eternal Tomorrow

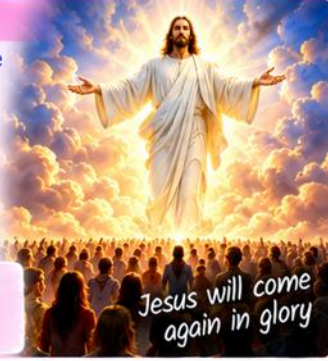
“I go to prepare a place for you, so that where I am you may be also.”
John 14:2

Know Understand Apply Succeed!

The Last Judgement

- At the end of time, Jesus will come again in glory to judge the living and the dead.
- We will be judged on our words, actions and love for others.
- Those who have followed God will share in eternal life.
- It is a time of truth, justice and mercy.

“For we must all appear before the judgement seat of Christ.”
2 Corinthians 5:10



Jesus will come again in glory

Heaven – Eternal Happiness

- Heaven is the state of eternal happiness in God's presence.
- We will be united with God and the Communion of Saints.
- It is a life of love, joy and peace.
- We will share in the fullness of life with God forever.

“He will wipe away every tear from their eyes. There will be no more death or mourning or crying or pain.”
Revelation 21:4



A place of eternal joy

Hell – A Choice to Reject God

- Hell is the state of total separation from God.
- It is the result of freely choosing to reject God's love.
- It is a state of darkness and suffering because it is without God.
- God does not send people to hell, people choose it by rejecting His love.

“Then he will say to those on his left, ‘Depart from me... into the eternal fire prepared for the devil and his angels.’”
Matthew 25:41



A separation from God

Purgatory – A State of Cleansing

- Purgatory is a state of cleansing to remove the effects of sin.
- It prepares us to be fully ready for Heaven.
- We trust in God's mercy and forgiveness.
- Our prayers for the dead, especially at Mass, can help those in Purgatory.
- Purgatory shows God's love and justice – a chance to be made pure.

“Nothing unclean will enter it, nor anyone who does what is evil.”
Revelation 21:27



God's mercy gives us hope

Key Message

- ✓ At the end of time, Jesus will come again to judge the living and the dead.
- ✓ We believe in Heaven, Purgatory and Hell as part of God's plan for us.
- ✓ Our choices, words and actions today matter.
- ✓ Through God's mercy we can have hope in eternal life.
- ✓ We can pray for the dead and ask for God's help to live a good life now.



Live today in the light of eternity

Videos or other useful



Revision ideas

Create flash cards on the different beliefs about what happens after death. Draw images to help you remember these.

Key Questions

1. What is meant by the term *Last Judgement*?
2. When will the Last Judgement take place, according to Catholic belief?
3. Explain what Catholics believe will happen at the Last Judgement.
4. What is *Heaven*? Give two beliefs Catholics have about Heaven.
5. Give two reasons why Catholics believe Heaven is a state of eternal happiness.
6. What is *Hell*? Explain why Catholics believe a person might go to Hell.
7. "People choose Hell by rejecting God." Explain two reasons why a Catholic might agree with this statement.
8. What is *Purgatory* and what is its purpose?
9. "God's mercy gives Christian's hope." Give two reasons why a Catholic might agree with this statement.
10. "Belief in Heaven, Hell and Purgatory affects the choices Christians make today." Give reasons for and against this statement.

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Week 23	
Day 1	
Subject	English
Paper	Lit Paper 2
Unit	An Inspector Calls
Topic Area	Gender – Key Quote Analysis

Subject Content

Use the revision ideas below to process and create your own revision material e.g. flashcards/mind maps using the core ideas and key quotations below.

An Inspector Calls

 Big Idea	1 Social responsibility is collective	2 Class and hypocrisy conceal truth	3 Change through the younger generation
 Writer's Message	Everyone is connected; ignoring others causes harm.	The upper class hide selfishness behind respectability.	Hope for progress lies with youth willing to reject outdated values.
 Model Example	<i>Priestley presents the Inspector as the voice of collective responsibility, reminding the Birlings that 'we are members of one body.'</i>	<i>Through the Birlings, Priestley exposes the hypocrisy of the upper classes who value reputation over morality.</i>	<i>By contrasting Sheila's remorse with her parents' arrogance, Priestley shows that social change depends on the younger generation.</i>

Social Responsibility	Gender	Generational Gap	Consequences
"The lighting should be pink and intimate until the Inspector arrives, and then it should be brighter and harder." - Stage Directions	'Everything's all right now Sheila. What about this ring?' – Gerald Croft 	'Girls of that class-' – Mrs Birling	'Fire and blood and anguish' – Inspector Goole
'We are members of one body' – Inspector Goole	'She was pretty and a good sport' – Eric Birling	'These girls aren't cheap labour- they're people.' – Sheila Birling	'Chain of events.' – Inspector Goole
'A man has to look after himself and his family- of course.' – Mr Birling		"You slammed the door in her face." Sheila to Mrs B 	
"Closing the door sharply behind him." Stage Directions 		'unsinkable, absolutely unsinkable.' – Mr Birling	
"Leaving door open behind him." Stage Directions 		'You mustn't try to build up a kind of wall between us and that girl.' – Sheila Birling	

Videos or other useful links

Further revision for An Inspector Calls can be found here:



Revision ideas

Revision ideas (for English Literature)

1. Learn Key Quotes (Not Entire Pages)

- ☒ Easier to remember
- ☒ Can be used in multiple essay questions

2. Create Theme and Character Mind Maps

- ☒ Helps you see connections across the whole text

3. Practise WHAT-HOW-WHY Paragraphs

- ☒ Improves essay-writing skills quickly

4. Use Flashcards and Self-Quizzing

- ☒ Active recall is much more effective than simply reading notes

5. Complete Timed Exam Questions

- ☒ The best preparation for the real exam

Key Questions

- How does Gerald's statement *"Everything's all right now"* reveal his understanding of the Inspector's visit and its consequences?
- What does the symbol of the *"ring"* represent in Gerald's quotation, and why is it significant at this point in the play?
- How does Priestley use Gerald's question *"What about this ring?"* to reveal his attitude towards responsibility and change?
- In what ways might the audience view Gerald's attempt to restore the engagement as selfish or insensitive?
- How does the adjective *"pretty"* in Eric's description of Eva Smith suggest he objectifies her?
- What are the connotations of the phrase *"good sport"*, and what do they reveal about Eric's attitude towards Eva?
- How does Priestley use Eric's quotation to expose the unequal power relationship between Eva Smith and upper-class men?
- How do Gerald and Eric's quotations reveal different forms of exploitation towards women in the play?
- Compare Gerald's focus on the *"ring"* with Eric's description of Eva as *"pretty and a good sport."* What do these quotations suggest about the attitudes of privileged men towards women?
- How do these quotations help Priestley criticise the treatment of women and challenge the values of Edwardian society?

Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

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Week 23	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 23	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 23	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Eschatology
Topic Area	End of Life

Subject Content

3

Eschatology – Living with Hope

Faith Today – Making a Difference Now

“Be ready, because the Son of Man will come at an hour when you do not expect him.”
Matthew 24:44

Know Understand Apply Succeed!

The Last Rites – Preparing for Eternal Life

- The last rites are prayers and actions that prepare a dying person for death.
- They include the Sacrament of Reconciliation, Anointing of the Sick and Holy Communion (Viaticum).
- They give strength, peace and forgiveness.
- They help the person to be ready to meet God.

“May the angels lead you into paradise, may the martyrs come to welcome you and take you to the holy city, the new and eternal Jerusalem.”
(From the Commendation of the Dying)

God is with us in life and death

Funeral Rites – A Celebration of Christian Hope

- The Church's funeral rite expresses belief in the resurrection and eternal life.
- It usually includes the Liturgy of the Word, prayers, the sprinkling of holy water and the Final Commendation.
- The Paschal Candle is often present, reminding us that Christ is the light of the world.
- Funerals give comfort to the bereaved and bring the community together in prayer.

“I am the resurrection and the life. Whoever believes in me will live, even though they die.”
John 11:25

Memorials and Remembering the Dead

- Tombstones often have the letters RIP (Rest in Peace) which shows the belief in eternal life.
- Angels on graves may represent protection, especially for a child who died young.
- Monuments, such as those in St Peter's Basilica, honour the lives of the faithful.
- Remembrance gardens are places of peace where the bereaved can pray and remember loved ones.

“Blessed are those who mourn, for they will be comforted.”
Matthew 5:4

A place to remember with love

The Sanctity of Life and End of Life Issues

- Human life is a gift from God and is sacred from conception to natural death.
- The Church teaches that euthanasia is wrong because life is a gift, not something we can end.
- Palliative care is encouraged because it relieves suffering and respects the dignity of the person.
- Catholics believe we should care for the sick and dying, showing love and compassion.

“Whatever you did for one of the least of these brothers and sisters of mine, you did for me.”
Matthew 25:40

Every life has dignity and value

Key Message

- ✓ We are called to live with hope, caring for the dying and supporting those who mourn.
- ✓ Funerals and memorials help us to remember our loved ones and express our faith in eternal life.
- ✓ Every human life is sacred and should be treated with love, respect and dignity.
- ✓ Our faith in the resurrection gives us hope and encourages us to make a difference now.

Today we live with love, tomorrow we live with Christ.

Videos or other useful links



Revision ideas

This is a typical statement-based question plan your answer in a table showing different beliefs about the statement.

“Catholic beliefs about death give people more hope than fear.”

Use examples from resurrection, Heaven, Purgatory, the Last Rites and funeral practices in your answer.

Key Questions

1. What is meant by the term *eschatology*?
2. What do Catholics believe happens at the *Last Judgement*?
3. Explain two Catholic beliefs about *Heaven*.
4. What is *Purgatory* and why do Catholics believe it is necessary?
5. Give two reasons why Catholics believe that *Jesus' resurrection* gives Christians hope about life after death.
6. What are the *Last Rites*? Explain two things that may happen during the Last Rites.
7. Explain two ways in which a Catholic funeral expresses belief in *resurrection and eternal life*.
8. What is meant by the *sanctity of life*? Give two reasons why Catholics believe human life should be protected.
9. "Euthanasia is wrong." Give two reasons why a Catholic might agree with this statement and two reasons why someone might disagree.

"Belief in life after death should affect the way Christians live today." Give reasons for and against this statement.

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Week 24	
Day 1	
Subject	English
Paper	Lit Paper 2
Unit	An Inspector Calls
Topic Area	Generational Gap – Key Quote Analysis

Subject Content

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An Inspector Calls

 Big Idea	1 Social responsibility is collective	2 Class and hypocrisy conceal truth	3 Change through the younger generation
 Writer's Message	Everyone is connected; ignoring others causes harm.	The upper class hide selfishness behind respectability.	Hope for progress lies with youth willing to reject outdated values.
 Model Example	<i>Priestley presents the Inspector as the voice of collective responsibility, reminding the Birlings that 'we are members of one body.'</i>	<i>Through the Birlings, Priestley exposes the hypocrisy of the upper classes who value reputation over morality.</i>	<i>By contrasting Sheila's remorse with her parents' arrogance, Priestley shows that social change depends on the younger generation.</i>

Social Responsibility	Gender	Generational Gap	Consequences
"The lighting should be pink and intimate until the Inspector arrives, and then it should be brighter and harder." - Stage Directions	'Everything's all right now Sheila. What about this ring?' – Gerald Croft 	'Girls of that class-' – Mrs Birling	'Fire and blood and anguish' – Inspector Goole
'We are members of one body' – Inspector Goole	'She was pretty and a good sport' – Eric Birling	'These girls aren't cheap labour- they're people.' – Sheila Birling	'Chain of events.' – Inspector Goole
'A man has to look after himself and his family- of course.' – Mr Birling		"You slammed the door in her face." Sheila to Mrs B 	
"Closing the door sharply behind him." Stage Directions 		'unsinkable, absolutely unsinkable.' – Mr Birling	
"Leaving door open behind him." Stage Directions 		'You mustn't try to build up a kind of wall between us and that girl.' – Sheila Birling	

Videos or other useful links

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Revision ideas

Revision ideas (for English Literature)

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3. Practise WHAT-HOW-WHY Paragraphs

- ☒ Improves essay-writing skills quickly

4. Use Flashcards and Self-Quizzing

☒ Active recall is much more effective than simply reading notes

5. Complete Timed Exam Questions

☒ The best preparation for the real exam

Key Questions

- How does the phrase *"Girls of that class"* reveal Mrs Birling's attitudes towards social class and poverty?
- What are the connotations of the noun *"class"* in Mrs Birling's quotation, and how might Priestley encourage the audience to react to her views?
- How does Sheila challenge her father's capitalist attitudes in the quotation *"These girls aren't cheap labour – they're people"*?
- What is the effect of the contrast between *"cheap labour"* and *"people"* in Sheila's statement?
- How does the metaphor in *"You slammed the door in her face"* emphasise Mrs Birling's lack of compassion towards Eva Smith?
- Why might Priestley use the image of a door being shut to symbolise society's treatment of vulnerable people?
- How does dramatic irony make *"Unsinkable, absolutely unsinkable"* significant for the audience?
- What does Birling's repetition of *"unsinkable"* reveal about his character and Priestley's criticism of him?
- How does the metaphor *"build up a kind of wall between us and that girl"* symbolise the divisions that exist in society?
- How do Sheila's quotations present her as Priestley's voice for social responsibility and change?

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Week 24	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 24	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 24	
Day 4	
Subject	
Paper	
Unit	
Topic Area	

Subject Content	
Videos or other useful links	Revision ideas
Key Questions	
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Week 25	
Day 1	
Subject	English
Paper	Lit Paper 2
Unit	An Inspector Calls
Topic Area	Consequences – Key Quote Analysis

Subject Content

Use the revision ideas below to process and create your own revision material e.g. flashcards/mind maps using the core ideas and key quotations below.

An Inspector Calls

 Big Idea	1 Social responsibility is collective	2 Class and hypocrisy conceal truth	3 Change through the younger generation
 Writer's Message	Everyone is connected; ignoring others causes harm.	The upper class hide selfishness behind respectability.	Hope for progress lies with youth willing to reject outdated values.
 Model Example	<i>Priestley presents the Inspector as the voice of collective responsibility, reminding the Birlings that 'we are members of one body.'</i>	<i>Through the Birlings, Priestley exposes the hypocrisy of the upper classes who value reputation over morality.</i>	<i>By contrasting Sheila's remorse with her parents' arrogance, Priestley shows that social change depends on the younger generation.</i>

Social Responsibility	Gender	Generational Gap	Consequences
"The lighting should be pink and intimate until the Inspector arrives, and then it should be brighter and harder." - Stage Directions	'Everything's all right now Sheila. What about this ring?' – Gerald Croft 	'Girls of that class-' – Mrs Birling	'Fire and blood and anguish' – Inspector Goole
'We are members of one body' – Inspector Goole	'She was pretty and a good sport' – Eric Birling	'These girls aren't cheap labour- they're people.' – Sheila Birling	'Chain of events.' – Inspector Goole
'A man has to look after himself and his family- of course.' – Mr Birling		"You slammed the door in her face." Sheila to Mrs B 	
"Closing the door sharply behind him." Stage Directions 		'unsinkable, absolutely unsinkable.' – Mr Birling	
"Leaving door open behind him." Stage Directions 		'You mustn't try to build up a kind of wall between us and that girl.' – Sheila Birling	

Videos or other useful links

Further revision for An Inspector Calls can be found here:



Revision ideas

Revision ideas (for English Literature)

1. Learn Key Quotes (Not Entire Pages)

- ☒ Easier to remember
- ☒ Can be used in multiple essay questions

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3. Practise WHAT-HOW-WHY Paragraphs

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5. Complete Timed Exam Questions

- ☒ The best preparation for the real exam

Key Questions

- How does Priestley use the rule of three in *"fire and blood and anguish"* to emphasise the seriousness of the Inspector's warning?
- What are the connotations of the nouns *"fire"*, *"blood"* and *"anguish"*, and how do they create a sense of fear for the audience?
- How might the quotation *"fire and blood and anguish"* foreshadow future consequences for society if people ignore social responsibility?
- Why does Priestley choose such violent imagery in *"fire and blood and anguish"*, and what message is he trying to communicate?
- How does the metaphor *"chain of events"* suggest that Eva Smith's death was caused by multiple people rather than one individual?
- What does the noun *"chain"* imply about the links between the characters' actions and their consequences?
- How does the image of a *"chain"* support Priestley's message that society is interconnected?
- In what ways does *"chain of events"* challenge Mr Birling's belief that people should only look after themselves?
- How do the quotations *"chain of events"* and *"fire and blood and anguish"* work together to present the Inspector as a moral guide?
- How do these quotations help Priestley communicate the theme of collective responsibility throughout the play?

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Week 25	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 25	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 25	
Day 4	
Subject	
Paper	
Unit	
Topic Area	

Subject Content	
Videos or other useful links	Revision ideas
Key Questions	
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Week 26	
Day 1	
Subject	English
Paper	Lit Paper 2
Unit	Power and Conflict Anthology
Topic Area	Nature: Key Quote Analysis

Subject Content

Use the revision ideas below to process and create your own revision material e.g. flashcards/mind maps using the core ideas and key quotations below.

🌿 Nature: The Illusion of Human Dominance			⚖️ Inner Conflict: The Psychological Prison of War		
Nature is an indifferent, overwhelming force that exposes the frailty of human logic and the futility of trying to control the uncontrollable.			The true trauma of conflict is not the physical event, but the inescapable psychological aftermath where guilt, memory, and duty collide.		
<u>Storm on the Island</u> Single stanza-conversational 'Spits like a tame cat turned savage' 'It is a huge nothing we fear'	<u>The Prelude</u> Epic poem- wider autobiographical narrative 'A huge peak, black and huge' 'my boat went heaving through the water like a swan'	<u>Exposure</u> Refrain, enjambment, irregular rhyme. 'the merciless iced east winds that <u>knive</u> us.' 'But nothing happens'	<u>Bayonet Charge</u> Medias res, caesura 'Suddenly he awoke and was running raw' 'His terror's touchy dynamite'	<u>Poppies</u> Caesura/ domestic semantic field 'The world overflowing like a treasure chest' 'Spasms of paper red'	<u>Remains</u> Volta 'Tosses his guts back into his body' 'His bloody life in my bloody hands'
			<u>Kamikaze</u> Enjambment 'head full of powerful incantations' 'He must have looked far down at the little fishing boats'		<u>War Photographer</u> ABAB Rhyme scheme 'Spools of suffering set <u>our</u> in ordered rows' 'A hundred agonies in black-and-white'
🏰 Pride & Glory: The Dehumanising Cost of Ego			🦸 Identity: Resilience Against Restrictive Power		
The arrogant pursuit of absolute power and historical legacy inevitably results in the dehumanisation of others and the ultimate decay of the powerful.			Personal identity is a tool of defiance used to protect cultural heritage against oppressive institutional control.		
<u>Ozymandias</u> Sonnet 'Look on my Works, ye Mighty, and despair!' 'Lone and level lands stretch far away'	<u>The Charge of the Light Brigade</u> Ballad 'Theirs not to reason why; / Theirs but to do and die' 'Into the jaws of death'	<u>My Last Duchess</u> Dramatic monologue 'None puts by the curtain I have drawn' 'I gave commands; Then all smiles stopped together.'	<u>London</u> ABAB rhyme scheme 'Mind-forged manacles' 'Runs in blood down palace walls'	<u>Tissue</u> Free verse 'Might fly our lives like paper kites' 'The sun shines through their borderlines'	<u>The Émigrée</u> Repetition 'Sick with tyrants' 'I am branded by an impression of sunlight'
			<u>Checking Out Me History</u> Irregular/ lack of punctuation 'I carving out me identity' 'Bandage up my eye'		

Videos or other useful links

Further revision for any poem in the power and conflict anthology can be found here:



Revision ideas

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Key Questions

Storm on the Island (Seamus Heaney)

Methods: Single stanza, conversational tone

1. How does Heaney's use of a single stanza in *Storm on the Island* reflect the relentless power of nature?
2. What is the effect of the simile "*Spits like a tame cat turned savage*" in presenting the storm?
3. How does the contrast between "*tame*" and "*savage*" suggest the unpredictability of nature?
4. What does the paradox in "*It is a huge nothing that we fear*" reveal about the speakers' relationship with the storm?

The Prelude (William Wordsworth)

Methods: Epic poem, autobiographical narrative

1. How does Wordsworth use repetition in "*A huge peak, black and huge*" to emphasise the power of nature?
2. What are the connotations of the adjective "*black*" in "*A huge peak, black and huge*", and how do they affect the mood of the poem?
3. How does the simile "*my boat went heaving through the water like a swan*" present the speaker's attitude towards nature before he sees the mountain?

Exposure (Wilfred Owen)

Methods: Refrain, enjambment, irregular rhyme

1. How does personification in "*the merciless iced east winds that knive us*" present nature as an enemy to the soldiers?
2. What is the effect of the verb "*knive*" in conveying the suffering experienced by the soldiers?
3. How does Owen use the repeated refrain "*But nothing happens*" to highlight the futility and psychological impact of war?

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Week 26	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 26	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 26	
Day 4	
Subject	
Paper	
Unit	
Topic Area	

Subject Content	
Videos or other useful	Revision ideas
Key Questions	
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Week 27	
Day 1	
Subject	English
Paper	Lit Paper 2
Unit	Power and Conflict Anthology
Topic Area	Inner Conflict: Key Quote Analysis

Subject Content

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🏰 Pride & Glory: The Dehumanising Cost of Ego			🦸 Identity: Resilience Against Restrictive Power		
The arrogant pursuit of absolute power and historical legacy inevitably results in the dehumanisation of others and the ultimate decay of the powerful.			Personal identity is a tool of defiance used to protect cultural heritage against oppressive institutional control.		
<u>Ozymandias</u> Sonnet 'Look on my Works, ye Mighty, and despair!' 'Lone and level lands stretch far away'	<u>The Charge of the Light Brigade</u> Ballad 'Theirs not to reason why; / Theirs but to do and die' 'Into the jaws of death'	<u>My Last Duchess</u> Dramatic monologue 'None puts by the curtain I have drawn' 'I gave commands; Then all smiles stopped together.'	<u>London</u> ABAB rhyme scheme 'Mind-forged manacles' 'Runs in blood down palace walls'	<u>Tissue</u> Free verse 'Might fly our lives like paper kites' 'The sun shines through their borderlines'	<u>The Émigrée</u> Repetition 'Sick with tyrants' 'I am branded by an impression of sunlight'
			<u>Checking Out Me History</u> Irregular/ lack of punctuation 'I carving out me identity' 'Bandage up my eye'		

Videos or other useful links

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Revision ideas

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- ☒ Improves essay-writing skills quickly

4. Use Flashcards and Self-Quizzing

- ☒ Active recall is much more effective than simply reading notes

5. Complete Timed Exam Questions

- ☒ The best preparation for the real exam

Key Questions

Bayonet Charge (Ted Hughes)

1. How does Hughes use *in medias res* in “Suddenly he awoke and was running raw” to immerse the reader in the chaos of battle?
2. What effect does the adverb “suddenly” have in presenting the soldier’s experience of war?
3. How does the metaphor “His terror’s touchy dynamite” convey the soldier’s fear and emotional instability?

Poppies (Jane Weir)

1. How does the simile “The world overflowing like a treasure chest” present the speaker’s memories of her son?
2. What are the connotations of the noun phrase “treasure chest”, and how do they contribute to the poem’s message about loss?
3. How does the metaphor “Spasms of paper red” combine domestic imagery with ideas of violence and conflict?

Remains (Simon Armitage)

1. How does the violent imagery in “Tosses his guts back into his body” emphasise the brutal reality of conflict?
2. How does the repetition in “His bloody life in my bloody hands” reflect the speaker’s overwhelming guilt?

Kamikaze (Beatrice Garland)

1. How does the metaphor “head full of powerful incantations” suggest the influence of patriotism and national expectations on the pilot?
2. How does the image “He must have looked far down at the little fishing boats” encourage the reader to understand why the pilot chose not to complete his mission?

Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

Need more help? – if you need further support or guidance, parents can email us at RevisionHelp@cardinal-heenan.org.uk but please note that this inbox is not monitored daily but we endeavour to respond within each half term.

Week 27	
Day 2	
Subject	English
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

Key Questions

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Week 27	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

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Week 27	
Day 4	
Subject	
Paper	
Unit	
Topic Area	

Subject Content	
Videos or other useful links	Revision ideas
Key Questions	
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Week 28	
Day 1	
Subject	English
Paper	Lit paper 2
Unit	Power and Conflict Anthology
Topic Area	Identity – Key Quote Analysis

Subject Content

Use the revision ideas below to process and create your own revision material e.g. flashcards/mind maps using the core ideas and key quotations below.

🌿 Nature: The Illusion of Human Dominance			⚖ Inner Conflict: The Psychological Prison of War		
Nature is an indifferent, overwhelming force that exposes the frailty of human logic and the futility of trying to control the uncontrollable.			The true trauma of conflict is not the physical event, but the inescapable psychological aftermath where guilt, memory, and duty collide.		
<u>Storm on the Island</u> Single stanza-conversational 'Spits like a tame cat turned savage' 'It is a huge nothing we fear'	<u>The Prelude</u> Epic poem- wider autobiographical narrative 'A huge peak, black and huge' 'my boat went heaving through the water like a swan'	<u>Exposure</u> Refrain, enjambment, irregular rhyme. 'the merciless iced east winds that <u>knive</u> us.' 'But nothing happens'	<u>Bayonet Charge</u> Medias res, caesura 'Suddenly he awoke and was running raw' 'His terror's touchy dynamite'	<u>Poppies</u> Caesura/ domestic semantic field 'The world overflowing like a treasure chest' 'Spasms of paper red'	<u>Remains</u> Volta 'Tosses his guts back into his body' 'His bloody life in my bloody hands'
			<u>Kamikaze</u> Enjambment 'head full of powerful incantations' 'He must have looked far down at the little fishing boats'		<u>War Photographer</u> ABAB Rhyme scheme 'Spools of suffering set <u>our</u> in ordered rows' 'A hundred agonies in black-and-white'
🏰 Pride & Glory: The Dehumanising Cost of Ego			🦸 Identity: Resilience Against Restrictive Power		
The arrogant pursuit of absolute power and historical legacy inevitably results in the dehumanisation of others and the ultimate decay of the powerful.			Personal identity is a tool of defiance used to protect cultural heritage against oppressive institutional control.		
<u>Ozymandias</u> Sonnet 'Look on my Works, ye Mighty, and despair!' 'Lone and level lands stretch far away'	<u>The Charge of the Light Brigade</u> Ballad 'Theirs not to reason why; / Theirs but to do and die' 'Into the jaws of death'	<u>My Last Duchess</u> Dramatic monologue 'None puts by the curtain I have drawn' 'I gave commands; Then all smiles stopped together.'	<u>London</u> ABAB rhyme scheme 'Mind-forged manacles' 'Runs in blood down palace walls'	<u>Tissue</u> Free verse 'Might fly our lives like paper kites' 'The sun shines through their borderlines'	<u>The Émigrée</u> Repetition 'Sick with tyrants' 'I am branded by an impression of sunlight'
			<u>Checking Out Me History</u> Irregular/ lack of punctuation 'I carving out me identity' 'Bandage up my eye'		

Videos or other useful links

Further revision for any poem in the power and conflict anthology can be found here:



Revision ideas

Revision ideas (for English Literature)

1. Learn Key Quotes (Not Entire Pages)

- ☒ Easier to remember
- ☒ Can be used in multiple essay questions

2. Create Theme and Character Mind Maps

- ☒ Helps you see connections across the whole text

3. Practise WHAT-HOW-WHY Paragraphs

- ☒ Improves essay-writing skills quickly

4. Use Flashcards and Self-Quizzing

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Key Questions

Tissue (Imtiaz Dharker)

1. How does the metaphor "*Might fly our lives like paper kites*" suggest the fragility of human life and power?
2. What are the connotations of the image "*paper kites*", and how do they contribute to the poem's message about control and freedom?
3. How does Dharker use the symbolism of paper in "*Might fly our lives like paper kites*" to challenge ideas about human permanence?
4. How does the quotation "*The sun shines through their borderlines*" present borders and divisions as temporary or insignificant?

The Émigrée (Carol Rumens)

1. How does the metaphor "*Sick with tyrants*" present the speaker's homeland and its political situation?
2. What are the connotations of the noun "*tyrants*", and how do they contrast with the speaker's positive memories of her country?
3. How does the metaphor "*I am branded by an impression of sunlight*" suggest the lasting impact of memory and identity?
4. Why might Rumens choose the verb "*branded*", and what does it reveal about the speaker's relationship with her homeland?

Checking Out Me History (John Agard)

1. How does the metaphor "*Bandage up me eye*" symbolise the speaker's feelings about the history he was taught?
2. How does the phrase "*I carving out me identity*" present the speaker's determination to reclaim his cultural heritage and sense of self?

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Week 28	
Day 2	
Subject	Maths
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

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Week 28	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

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Week 28	
Day 4	
Subject	RE
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

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