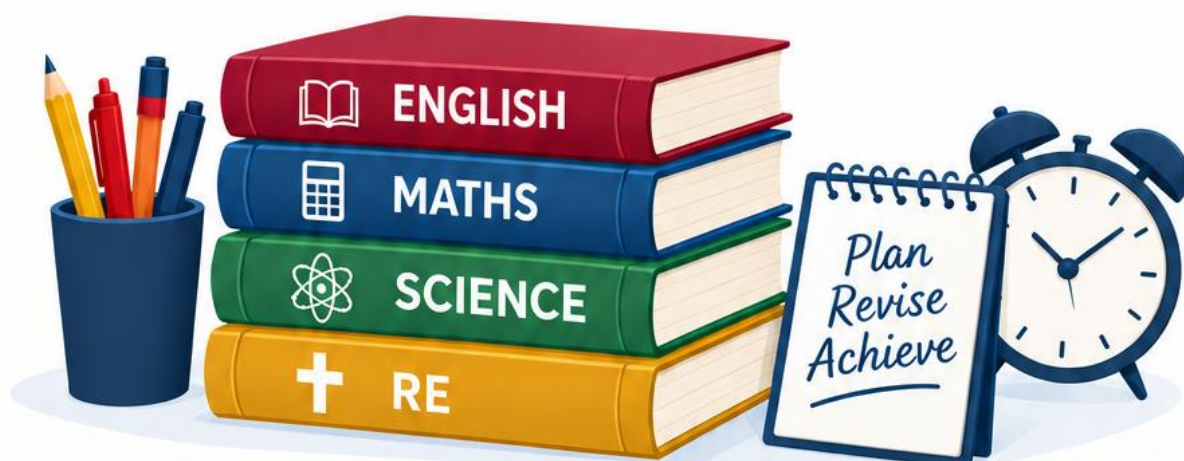




**Cardinal Heenan
Catholic High School**

Y11 Home Curriculum

Student 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

Subject Content



Follow the link via the QR code below and read the summary of Macbeth and then answer the key questions.



Videos or other useful links

It may also be useful to watch this animated summary.



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. 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 – 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 1	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Expanding Brackets

Subject Content

Expanding brackets

- multiplying what is outside the bracket by every term inside the bracket.

Expanding Brackets

To expand brackets, multiply the terms inside the bracket, by the term outside.

$$4(x + 2) = 4x + 8$$

$$9(x - 9) = 9x - 81$$

Expanding Brackets

$$x(x + 3) = x^2 + 3x$$

$$x(x - 9) = x^2 - 9x$$

Expanding 2 sets of single brackets.

- Expand each one separately and then collect like terms

Expand & simplify 2 Single

Ex1 $2(x + 3) + 3(x + 5)$
 $2x + 6 + 3x + 15 = 5x + 21 \checkmark$

Ex2 $3(2x + 4) + 2(4x + 1)$
 $6x + 12 + 8x + 2 = 14x + 14$

Ex3 $3(2x - 4) + 2(4x + 1)$
 $6x - 12 + 8x + 2 = 14x - 10$

Videos or other useful links



Scan here



Scan here

Revision ideas

Make revision flash cards using the examples above.

- Question on one side
- Answer on the other.
-

Test yourself regularly to ensure you understand.

Key Questions

Q1. Expand

- a) $3(x + 2)$
- b) $4(x - 5)$
- c) $5(2x + 9)$

Q2. Expand

- A) $x(x + 2)$
- B) $y(2y - 5)$

Q3. Expand and simplify

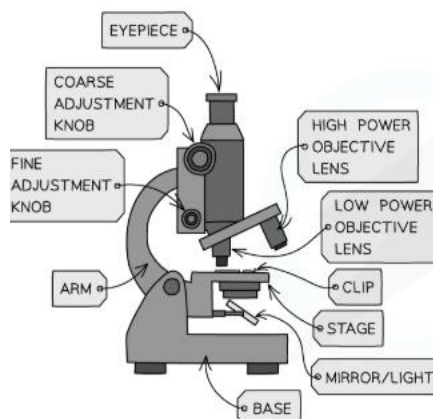
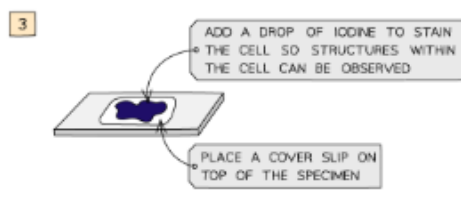
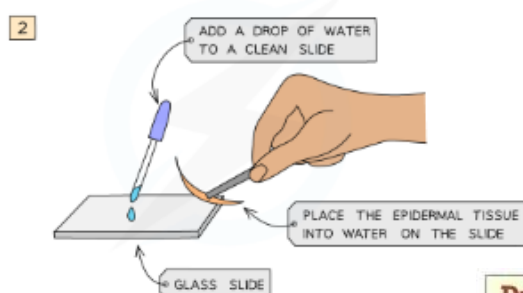
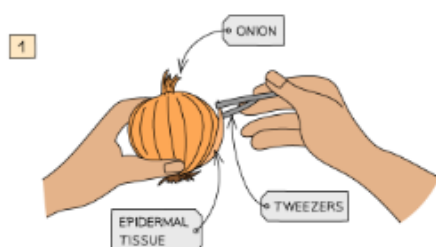
- a) $2(3x + 2) + 5(2x + 4)$
- b) $3(5x + 7) + 3(2x - 5)$
- c) $4(3x + 5) - 2(4x - 9)$

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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.

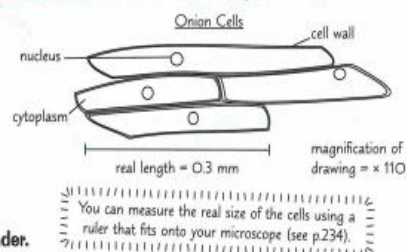
Subject Content



1. CLIP THE SLIDE CAREFULLY ONTO THE STAGE.
2. ENSURE THE LOWEST-POWERED OBJECTIVE LENS IS OVER THE SLIDE.
3. USE THE COARSE ADJUSTMENT KNOB TO BRING THE STAGE UP JUST BELOW THE LENS.
4. LOOK DOWN THE EYEPIECE AND GRADUALLY MOVE THE STAGE DOWNWARDS USING THE COARSE ADJUSTMENT KNOB. STOP WHEN THE IMAGE IS ROUGHLY IN FOCUS.
5. TO BRING THE IMAGE INTO FOCUS, ADJUST THE FINE-ADJUSTMENT KNOB UNTIL A CLEAR IMAGE IS OBTAINED.
6. TO OBSERVE THE IMAGE WITH A HIGHER MAGNIFICATION, CHANGE THE OBJECTIVE LENS TO A HIGHER POWER AND READJUST THE STAGE USING THE COARSE AND FINE ADJUSTMENT KNOBS.

Draw Your Observations Neatly with a Pencil

- 1) You should use a pencil with a sharp point to draw what you see under the microscope.
- 2) Use smooth lines to draw the outlines of the main features (e.g. nucleus, chloroplasts).
- 3) Don't do any shading or colouring in.
- 4) Label the features with straight lines. Make sure the lines don't cross over each other.
- 5) The drawing should take up at least half the space available.
- 6) Include a title and a scale.
- 7) Write down the magnification that it was observed under.



Videos or other useful links



Revision ideas

Make revision cards for each step and practice putting them in the correct order.

Practice drawing cells and remember to include a scale bar

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?

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

1 Creation

God the Creator – A World of Wonder

- ✓ Know the meaning
- ✓ Use key scripture
- ✓ Make links
- ✓ Apply to exam answers

"In the beginning
God created the heavens
and the earth."
Genesis 1:1



Key Words

Image of God (imago dei)	The belief that humans share some of the qualities of God.
Sanctity of life	The belief that all human life is precious and holy.
Omnipotent	All powerful.
Transcendent	The belief that God is beyond and outside life on earth and the universe; he is unlimited.
Stewardship	The idea that believers have a duty to look after the environment on behalf of God.
Anthropomorphic	Describing God as having human form or characteristics.

Michelangelo's 'Creation of Adam'



This image teaches us that:

- God is the creator, giving life to a human being. Their fingers touch, Adam's hand is limp until he receives life from God.
- God is omnipotent (all powerful).
- God is transcendent (beyond this world).
- God is the giver of life (the finger of God transmits life through the limp hand of Adam).
- The image reflects God as being **anthropomorphic** (shown in the shape of a human being).

What it teaches us about human beings

- We are made in the image of God (*imago dei*) – both are shown in human form.
- Human beings depend on God for life. Adam's hand is limp until he receives life from God.

"So God created humankind
in his image, in the image of God
he created them; male and female
he created them."
Genesis 1:27



Key Scripture and Teachings

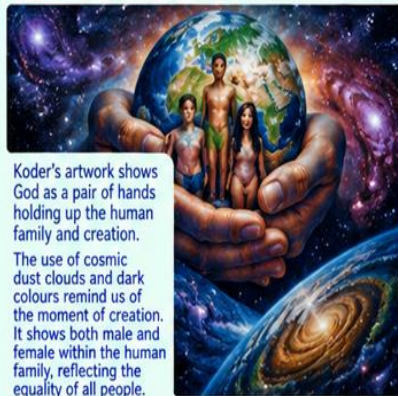
"God saw everything
that he had made,
and indeed, it was
very good."
Genesis 1:31



"I believe in one God,
the Father ...
maker of heaven
and earth."
Nicene Creed



Koder's Artwork



Koder's artwork shows
God as a pair of hands
holding up the human
family and creation.

The use of cosmic
dust clouds and dark
colours remind us of
the moment of creation.
It shows both male and
female within the human
family, reflecting the
equality of all people.

Comparing the two artworks

Koder	Michelangelo (meaning/symbol)
Use of cosmic dust clouds remind us of the moment of creation.	Focuses on the creation of the first human being, Adam.
Dark colours represent the beginning of time.	Painting begins with the creation of human beings.
God is a pair of hands holding up the human family and creation.	Shows God as the ancient of days in human form.
Shows both male and female within the human family (equality of male and female).	Shows only Adam and also depicts God as male. Michelangelo as a man of his time was unaware of issues of gender inequality.

Different Views

In support

- Shows humans are in *imago dei* (Gen 1:27).
- Shows man is receiving life from God and is totally dependent on God.
- The female figure may be Eve (Gen 2) or the Virgin Mary and the child (promise of Jesus).
- Shows the human situation as *imago dei*, dependent, fallen and redeemed.

Other views

- Both God and Adam are shown in white, which some find misleading (equality of all people).
- Does not closely match the biblical account (Adam is already alive – does not show creation from dust or breathing in the breath of life).
- The Church does not teach the Genesis account is completely factual; it does not reflect the role of evolution in God's creation.

Two key beliefs about God shown in the image

- God is the creator of human life and everything is 'very good'.
- God is omnipotent and transcendent – his greatness and majesty are shown as angels surround him.
- God desires a close relationship with humans, reaching out to give life.



We are part
of God's
amazing
creation!

Catholic understanding

The Church teaches that God created the world, and that scripture, science and faith can work together. The creation of humans shows our unique dignity and the call to care for all life as stewards of God's creation.

"The heavens declare the glory of God; the skies proclaim the work of his hands." Psalm 19:1

Videos or other useful links



Revision ideas

Look at Michealangelo and Koder's Artwork: identify what each artwork communicates about:

- God, Humanity, Creation, The relationship between God and humans

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

Subject Content



Follow the link via the QR code below and read Act 1 of Macbeth and then answer the key questions.



Videos or other useful links

It may also be useful to watch this Act 1 summary:



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

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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

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?

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

Subject Content

Mean is the most commonly used average.

TO FIND THE MEAN USE – **MMAAD**

Midpoint

Multiply

Add

Add (the second column)

Divide

Marks scored	Frequency	Mid-point	Frequency × Mid-point
0 - 9	3	$\frac{0 + 9}{2} = 4.5$	$3 \times 4.5 = 13.5$
10 - 19	5	$\frac{10 + 19}{2} = 14.5$	$5 \times 14.5 = 72.5$
20 - 29	8	$\frac{20 + 29}{2} = 24.5$	$8 \times 24.5 = 196$
30 - 39	4	$\frac{30 + 39}{2} = 34.5$	$4 \times 34.5 = 138$
	n = 20		Total = 420

$$\text{Mean} = \frac{\text{total}}{n} = \frac{420}{20} = 21$$

Videos or other useful links



Scan here



Scan here

Sometimes you will **not need** to find the midpoint, (video 1) as there is only 1 number, so just start with multiply.

Revision ideas

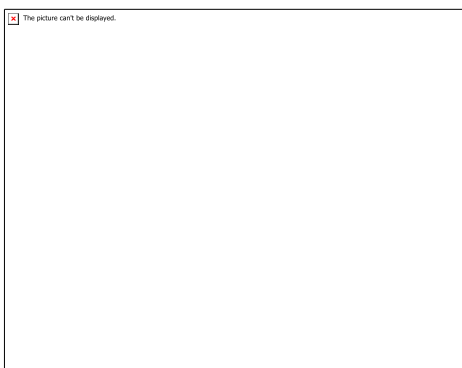
Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

Key Questions

- 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

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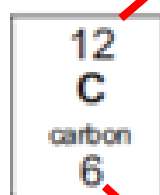
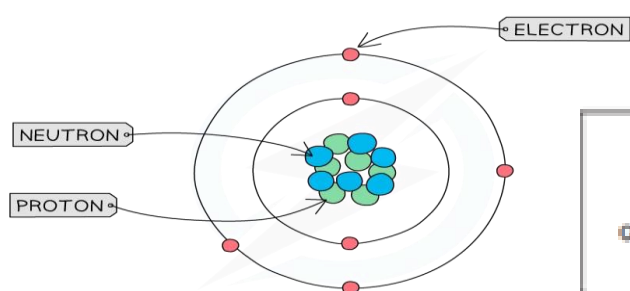
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Week 2	
Day 3	
Subject	Science
Paper	Chemistry Paper 1
Unit	Unit 1 – Atomic Structure
Topic Area	Atoms

Subject Content

Elements are made up of one type of atom.

You need to be able to label the atom and use the periodic table to work out the number of protons, neutrons and electrons.



Mass number = number of protons + neutrons

Carbon has 6 protons, 6 neutrons, 6 electrons Atoms have an equal number protons and electrons

Atomic number = number of protons

Videos or other useful links



Revision ideas

Draw a lithium atom – include the correct number of protons and neutrons that exist in the nucleus and electrons in the shells.

Remember the first shell can hold a maximum of two electrons

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

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

2

Creation

What do Genesis 1 and 2 teach us?

- ✓ Know the key beliefs
- ✓ Understand different views
- ✓ Make links
- ✓ Apply to exam questions

"The earth is the Lord's
and all that is in it."
Psalm 24:1

Genesis 1 – Key Teachings

- God is transcendent (beyond this world).
- God is the creator (in 6 days).
- God is omnipotent (all powerful).
- God's word is effective – what God says happens, e.g. 'Let there be light and there was light.' (Dabhar).
- God creates human beings in his image (*imago dei*) so humans share the qualities of God.
- Man and woman are created at the same time.
- Humans are created after animals.
- Vegetation is created before humans.
- Name for God is Elohim.



Genesis 2 – Key Teachings

- God is shown in human form (anthropomorphic) (Anthropos = man, morphe = form).
- God is creator of human beings from the earth and God's breath (Adam is the Hebrew for earth) (1 day).
- God breathes life into man.
- Woman is derived from man (rib) and is created after man.
- Humans are created before animals.
- Vegetation is created after humans.
- Name for God is Yahweh.
- God gives human beings the gift of free will.
- God makes human beings stewards of the earth.



Key Scripture and Quotes

"So God created humankind in his image,
in the image of God he created them;
male and female he created them."
Genesis 1:27

"God saw everything that he had made,
and indeed, it was very good."
Genesis 1:31

"I believe in one God,
the Father ... maker of heaven and earth."
Nicene Creed

The Meaning of Imago Dei

- Humans share some of the qualities of God.
- Shows the dignity and value of every human being.
- Each person has freedom and can be a co-creator with God, helping to build the Kingdom of God.
- Influences how Christians treat others – with respect, justice, reconciliation and peace.
- Connected to moral issues such as abortion, euthanasia and capital punishment (life is sacred).
- "Our body is a temple" – we should treat our own and others' bodies with respect.



Different Views about the Genesis Accounts

Catholic view

- Genesis is a teaching story, not a scientific account.
- It expresses key beliefs about God and the universe.
- God is the only creator and everything depends on God.
- Humans hold the world in trust for God.
- The accounts do not contradict science.

Other Christian views

- Some read Genesis as a literal or symbolic description of what really happened.
- Some believe in an actual six days of creation.
- May see it as a contradiction of scientific accounts (e.g. Big Bang and evolution).
- Fundamentalists/creationists accept the account literally.



Why some say Genesis contradicts science

- A six day creation contradicts scientific findings (Big Bang and evolution).
- Big Bang does not require the action of God.
- Order of creation (e.g. light before sun) does not match science.
- Evolution does not involve creation of man from dust or woman from a rib.
- Dinosaurs are not mentioned.
- Seen as describing a world when people had limited scientific knowledge.

Arguments for other views

- Genesis can be seen as a parable or symbolic explanation.
- The message is more important than the literal details.
- The word 'yom' may mean 'era' as well as 'day'.
- God could have used the Big Bang/evolution as the means of creation.
- Pope Francis: the Big Bang does not contradict the divine act of creating.
- *Gaudium et Spes* 36: genuine scientific learning does not conflict with faith.
- The order of creation in Genesis 1 largely follows evolution.

How do these beliefs influence Catholics today?

- We are stewards of the earth – take care of it and help it flourish.
- We recognise the dignity of human beings (*imago dei*) and value human freedom.
- Life is a gift from God and should always be protected (sanctity of life).
- Influences attitudes to justice, peace and reconciliation.
- Guides moral decisions (e.g. abortion, euthanasia).



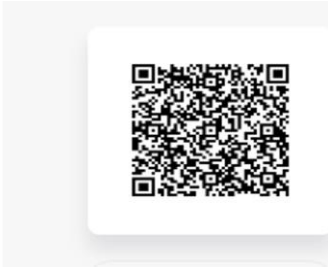
Key Message

- ✓ Genesis 1 and 2 teach us important truths about who God is and the value of human life.
- ✓ Catholics do not need to see the accounts as a scientific description to believe in God as Creator.
- Our response is to respect all life and care for the world as stewards.

"We are part of
God's amazing
creation!"

"The heavens declare the glory of God; the skies proclaim the work of his hands." Psalm 19:1

Videos or other useful links



Revision ideas

Watch the video and make notes.
Create a table of similarities and differences about the creation accounts in 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.

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

Subject Content



Follow the link via the QR code below and read Act 2 of Macbeth and then answer the key questions.



Videos or other useful links

It may also be useful to watch this Act 2 summary:



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. 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?

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Week 3	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Number
Topic Area	Standard form

Subject Content

For large numbers, **do not count the 0's**, it is the number of digits after the first one (after the decimal point), as the number must be between 1 and 10.

For small numbers (less than 1), you **can** count the zeroes.

Converting

Ordinary Number	Standard Form
29	2.9×10^1
350	3.50×10^2
4716	4.716×10^3
600000000	6×10^8
0.3	3×10^{-1}
0.09	9×10^{-2}
0.0071	7.1×10^{-3}
0.000502	5.02×10^{-4}

Calculating

$$(3 \times 10^6) \times (2 \times 10^{-2})$$

$$= 6 \times 10^4$$

$$(4 \times 10^6) \times (3 \times 10^3)$$

$$= 12 \times 10^9 \quad \checkmark$$

$$= 1.2 \times 10^{10} \quad \checkmark$$

$$(4.8 \times 10^6) \div (1.2 \times 10^3)$$

$$= 4 \times 10^3$$

$$(1 \times 10^6) \div (2 \times 10^3)$$

$$= 0.5 \times 10^3$$

$$= 5 \times 10^2 \quad \div 10$$

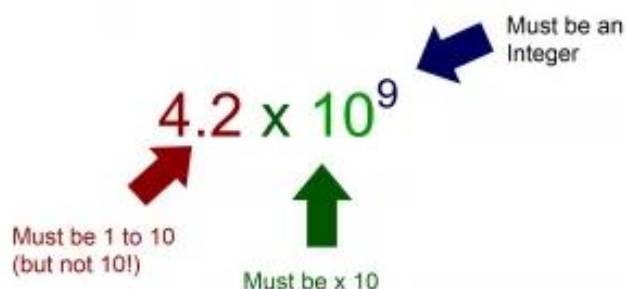
Videos or other useful links



Scan here

Revision ideas

Make a flashcard showing all types



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) 0.000000004
(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 – 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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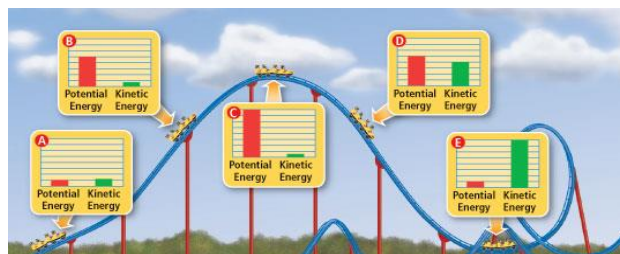
Week 3	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Energy
Topic Area	Energy Stores and Conservation of Energy

Subject Content

Energy is the capacity of an object to “do work” – if an object stores lots of energy, it can do lots of work. Energy is measured in the unit of Joules (J)

There are 8 different stores of energy:

1. **Kinetic (E_k)** – stored by moving objects. Calculated by $E_k = \frac{1}{2} m v^2$
2. **Elastic potential (E_e)** – stored by stretched or squashed objects. Calculated by $E_e = \frac{1}{2} k e^2$
3. **Gravitational potential (E_p)** – stored by objects above the ground. Calculated by $E_p = m g h$
4. **Thermal** – stored by all objects but hotter objects have more thermal energy than colder.
5. **Chemical** – stored by objects which contain chemicals with the potential to react and release energy.
6. **Magnetic** – stored between two objects which are experiencing a magnetic force.
7. **Electrostatic** – stored between two objects which are charged.
8. **Nuclear** – stored in the nucleus of an unstable atom



The law of energy conservation:

Energy cannot be created or destroyed – it can be transferred between different stores or dissipated due to friction/air resistance.

Videos or other useful links

- <https://www.youtube.com/watch?v=JGwcDCeYRYo>
- <https://www.youtube.com/watch?v=BZph1cTP434>
- Sparx science independent learning codes: R393, R606 and R384.

Revision ideas

Complete the Sparx science independent learning codes listed

- Attempt and red pen these exam questions:

<https://GUNYWYQ.exampro.net>



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?

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

Subject Content

3

Sources of Authority

Scripture • Natural Law • Science & Religion

- ✓ Know the key terms
- ✓ Understand different views
- ✓ Make links
- ✓ Apply to exam questions

"God speaks through Scripture"
Holy Spirit • Inspiration

Sources of authority help Catholics understand and live their faith. Scripture • Tradition • Magisterium

The Bible - Origin & Structure

- A COLLECTION OF BOOKS spanning thousands of years.
- Written by various authors, for different audiences and in varied circumstances.
- The Bible comprises the OLD TESTAMENT and NEW TESTAMENT.
- Old Testament: Law (Torah), History, Wisdom Literature and Prophets.
- New Testament: four Gospels, Acts, Letters and Revelation.

The Inspired Word of God

- Catholics believe the writers were inspired by the HOLY SPIRIT.
- When we read Scripture, we believe we are inspired by the same Holy Spirit.
- God speaks through the Bible: it is the WORD OF GOD.
- Scripture is therefore a source of authority for Catholic belief and practice.

Key Literary Forms

- OLD TESTAMENT • Law / Torah • History • Wisdom Literature • Prophets.
- NEW TESTAMENT • Matthew, Mark, Luke & John • Acts • Letters • Revelation.
- Different literary forms help readers understand what the authors intended.

Different Interpretations of Genesis

- CATHOLIC VIEW: Genesis is MYTH — a story with a meaning.
- It is not taken literally and is not a scientific text.
- The important message is what Genesis teaches about God and humanity.

Other Christian Views

- Some Christians interpret Genesis in a LITERALIST or FUNDAMENTAL way.
- Some believe the world was made in six days and God rested on the seventh.
- They may believe every word in the Bible is accurate and true.

MYTH vs LITERALISM

- MYTH = a story with a meaning.
- Catholics focus on the religious message rather than treating Genesis as a scientific account.
- Literalist interpretations can see the six days as factual.
- This creates different approaches to Genesis and science.

Natural Law

- Moral principles and values Catholics believe are INHERENT in every human being.
- Because humans are made in God's image and given REASON, people can recognise right and wrong.
- Nature is our first teacher.
- Key principle: TO DO GOOD AND AVOID EVIL.

Natural Law in Practice

- Connected to SANCTITY OF LIFE: all life is sacred and a gift from God.
- Linked to preservation of life, reproduction and nurturing offspring.
- Influences Catholic moral teaching, including abortion and euthanasia.
- Natural Law is important but not sufficient: Catholics are also guided by Scripture, the Magisterium, law and human rights.

"If people are to do good and avoid evil, certainty about what is good and evil must be inscribed within them..."

YouCat

Second Vatican Council

- Convened from 1962-1965 and gathered Catholic bishops from around the world.
- The Church became more open to the modern world and embraced scientific findings.
- It encouraged cooperation between religion and science.
- Two key factors: PARTICIPATION and MODERNISATION.

Science & Religion

- Science and religion can COMPLEMENT each other in the search for truth.
- SCIENCE asks HOW; RELIGION asks WHY.
- Catholics can accept the BIG BANG without rejecting faith.
- Evolution does not have to argue against God: God can be the source and sustainer of the process.
- Talhard de Chardin developed a theology based on evolution.

Gaudium et Spes 36

- Genuine scientific learning, carried out ethically, does not conflict with faith.
- Science and religion can be MUTUALLY SUPPORTIVE.
- Scientists can use God-given talents to understand creation.
- Religious viewpoints should not simply be disregarded by science.
- Faith and science can work together.

Key Message

- ✓ Scripture is inspired by the Holy Spirit.
- ✓ Genesis can teach religious truth without being a science textbook.
- ✓ Natural Law uses REASON to recognise good and avoid evil.
- ✓ Science explains HOW; religion explores WHY.

FAITH + SCIENCE

"So God created humankind in his image..."

Genesis 1:27

"very good" — Genesis 1:31

"God saw everything that he had made, and indeed, it was very good" — Genesis 1:31

Videos or other useful links



Revision ideas

Create quiz questions true and false about the Bible

Draw images to help you remember key facts from the Bible

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

Subject Content



Follow the link via the QR code below and read Act 3 of Macbeth and then answer the key questions.



Videos or other useful links

It may also be useful to watch this Act 3 summary:



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. 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?

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Week 4	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Linear graphs

Subject Content

Drawing straight line graphs

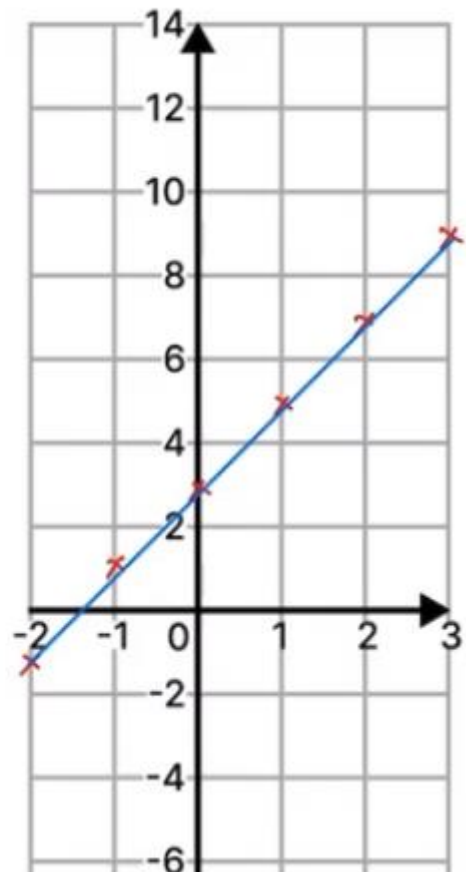
- Create a table of values
- Substitute in the x value to find y

- $2(-2) + 3 = -1$
- $2(-1) + 3 = 1$
- $2(0) + 3 = 3$
- $2(1) + 3 = 5$

$$y = 2x + 3$$

x	-2	-1	0	1	2	3
y	-1	1	3	5	7	9

$$\begin{aligned}
 y &= 2(-2) + 3 \\
 &= -4 + 3 \\
 &= -1
 \end{aligned}$$



For above $y = 2x + 3$

This is a linear graph. The gradient is 2, and it crosses the y axis at (0, 3)

This means that the y values are increasing by 2, as x increases by 1.

Videos or other useful links



Scan here

Revision ideas

- Practice using the brackets on your calculator for multiplying
- Draw a table of values if not given
- The y values should follow a sequence in linear graphs

Key Questions

Draw the following graphs

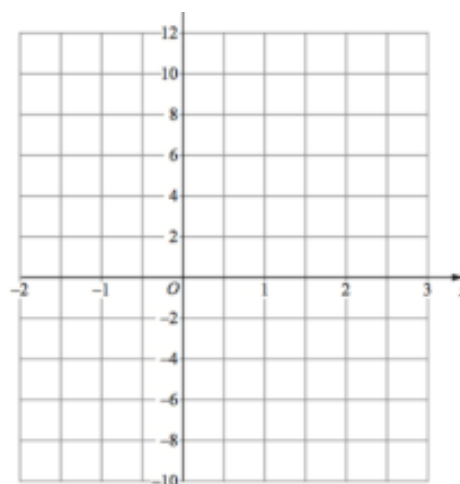
(a) $y = 2x + 4$

x	-2	-1	0	1	2	3
y						

(b) $y = 4x - 2$

x	-2	-1	0	1	2	3
y						

© CORBETTMATHS 2019

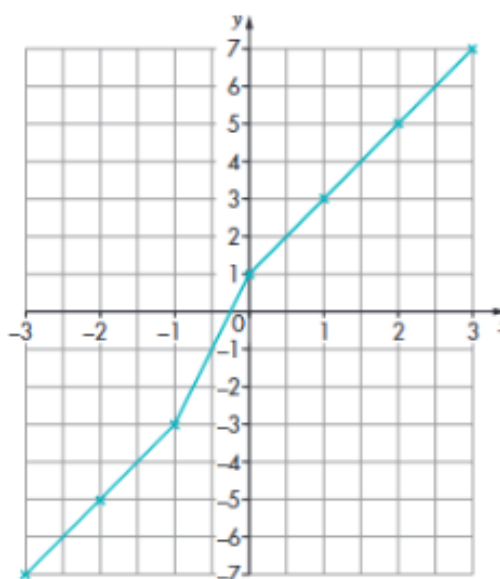


Liam has completed a table for the equation $y = 2x + 1$ and drawn a graph.

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 – 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 4**Day 3**

Subject	Science
Paper	Biology Paper 1
Unit	Unit 1 - Cell biology
Topic Area	Transport in cells

Subject Content

Process	Diffusion	Osmosis	Active Transport
Definition	Diffusion is the spreading out of the particles of any substance in solution, or particles of a gas, resulting in a net movement from an area of higher concentration to an area of lower concentration.	Osmosis is the diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane.	Active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.
Additional energy required?	No (Passive).	No (Passive).	Yes (Active).
Occurs across a membrane?	Not needed.	Yes.	Yes.
Direction of transport?	High to low concentration.	Dilute to concentrated solution.	Low to high concentration.
Examples	Oxygen from the alveoli to the blood.	Water from the soil to the root hair cell.	Nitrates from the soil to the root hair cell.

Videos or other useful links**Revision ideas**

- Make flashcards about each transport process and get somebody to test you on your knowledge.
- Place a skittle on a plate with some cold water and watch diffusion occur. Repeat with warm water. Is the rate of diffusion faster or slower?

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?

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Week 4	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Creation
Topic Area	Sustainability

4

Creation

Practices: Care for the Environment

- ✓ Know the key beliefs
- ✓ Understand different views
- ✓ Make links
- ✓ Apply to exam questions

*"The earth is the Lord's
and all that is in it."
Psalm 24:1*

Stewardship – Our Responsibility

- We have been given the whole universe as a gift from God and with that gift comes a great responsibility.
- As stewards, we are called to care for this world and to protect it for future generations.
- The Great Commandment 'Love your neighbour' includes caring for the environment that we all share.
- We can love our neighbour, including future generations, by the way we protect the environment today.

*A gift from God
A shared responsibility
A brighter tomorrow*

What can we do?

- Use energy efficient means such as solar panels.
- Recycle more.
- Reduce pollution.
- Campaign for a reduction in the carbon footprint.
- Support the work of CAFOD.
- Live more simply so that others can simply live.
- Care for the poor, who are often most affected by environmental damage.

*Small actions
make a big
difference*

Love your neighbour

- The Great Commandment 'Love your neighbour' (Mark 12:31) includes caring for the environment.
- We can love our neighbour by protecting the planet we all share.
- This includes future generations.

*"Whoever wants to be first
must be last of all and servant of all."
Mark 9:35*

*Love
Care
Respect

For future
generations*

Who are CAFOD? What do they do?

- CAFOD stands for Catholic Aid for Overseas Development.
- Their motto is: 'Give a man a fish, feed him for a day, teach a man to fish, feed him for life.'
- CAFOD works to support sustainable development, helping to reverse environmental damage, reduce poverty and eliminate conflict in the world.
- They follow Pope Francis' call for a bottom up approach, where we care for the poorest and make the poorest the centre of our policies.
- CAFOD also encourages people to live more simply, so that others can simply live.

CAFOD
Catholic Agency for
Overseas Development
*A better world
needs all of us*

How can we be stewards?

Christians can live out stewardship at a local, national and global level.

Local	National	Global
- Recycle more and recycle clothes. - Control pollution. - Be an eco warrior in school. - Use public transport. - Cycle to school.	- Put pressure on politicians. - Buy environmentally friendly products. - Encourage companies to be environmentally friendly. - Adopt alternative energy strategies (e.g. wind turbines, solar energy). - Support public transport and electric vehicles.	- Support international agreements (e.g. G20). - Protest against multinational companies' misuse of the environment. - Campaign for a reduction in the carbon footprint. - Support sustainability projects and environmental charities such as CAFOD. - Protect the planet for future generations.

Key Scripture and Quotes

*"The Lord God took the man and put him in the garden of Eden to till it and keep it."
Genesis 2:15*

*"Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received."
1 Peter 4:10*

*"Everyone's talents and involvement are needed to redress the damage caused by human abuse of God's creation."
Laudato Si' 14*

*"... the world is a gift which we have freely received and must share with others ..."
Laudato Si' 159*

*Care for
God's creation
today ...
for tomorrow*

Natural Consequences

- Environmental damage affects the poorest people most.
- Caring for the environment helps to reduce poverty, protect the sanctity of life and promote peace.
- It is part of our duty to love our neighbour and build a more just and compassionate world.

*"Live more simply
so that others
can simply live."
CAFOD*

Different Views

- Some may argue that caring for the environment is the best way to love your neighbour, because it protects the poor and future generations.
- Others may argue that direct charity and helping people in immediate need is a more important way to love your neighbour.
- Many Catholics believe that both are important and work together.

Exam Focus

"The best way to love your neighbour is to care for the environment." (12 marks)

- ✓ Use scripture (e.g. Genesis 2:15, Mark 9:35).
- ✓ Include teaching from Laudato Si'.
- ✓ Consider arguments for and against.
- ✓ Give a justified conclusion.

*Think
Evaluate
Give reasons
Reach a conclusion*

*A cleaner,
fairer, kinder
world is possible*

Our World Our Responsibility

Key Message

- ✓ We are called to be stewards of God's creation.
- ✓ Caring for the environment is part of loving our neighbour.
- ✓ We can make a difference through our choices, our actions and by supporting organisations like CAFOD.
- ✓ A better world is possible when we all play our part.

"The earth is the Lord's and all that is in it, the world, and those who live in it." Psalm 24:1

Videos or other useful links

VIDEOS OR OTHER USEFUL LINKS

CAFOD –
LiveSimply

Laudato Si'
Animation

Revision ideas

Read pages 1-7 of the revision booklet and create a fact sheet highlighting the parts of the topic you are struggling most with.

When we use the word influence in RE we are expected to know how we are moved (influenced) to do something to help people.

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.

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

Subject Content



Follow the link via the QR code below and read Act 4 of Macbeth and then answer the key questions.



Videos or other useful links

It may also be useful to watch this Act 4 summary:



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. 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?

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 5	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Number
Topic Area	Fractions

Subject Content

In order of difficulty

- **Multiplying (just multiply)**
- **Dividing (Keep Change Flip/Reciprocal)**
- **Adding (common denominator)**
- **Subtracting (common denominator)**

Always convert to top heavy first - (also known as improper)

Make flash cards of the rules, in order of difficulty.

Add and subtract must have the same denominator –

like converting currency – you can't add euros and dollars, you need to change them into pounds first!

Adding or subtracting fractions with common denominators
 $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$
 Add (or subtract) the numerators, denominator stays the same, simplify, if possible.

Adding or subtracting fractions with different denominators
 $\frac{3}{4} - \frac{1}{3} = \frac{9}{12} - \frac{4}{12} = \frac{5}{12}$
 Find least common denominator, subtract (or add) the numerators, simplify, if possible.

Multiplying fractions
 $\frac{2}{3} \times \frac{3}{6} = \frac{6}{18} = \frac{1}{3}$
 Multiply the numerators, multiply the denominators, simplify, if possible.

Dividing fractions
 $\frac{3}{5} \div \frac{2}{3} = \frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$
 Multiply the first fraction by the reciprocal of the second fraction, simplify, if possible.

mixed number → improper fraction

15 ÷ 5 = 3 R2
 $3\frac{2}{5} = \frac{17}{5}$
 Get... M.A.D.
 M - Multiply
 A - Add
 D - Denominator

CONVERT...

improper fraction → mixed number

$\frac{17}{5} = 3\frac{2}{5}$
 5 | 17
 -15

 2
 1. Divide
 2. Remainder is numerator
 3. Denominator is same as original

Videos or other useful links



Scan here



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.



Scan here



Scan here

This can be on calculator papers too, they will say 'show that' so full working out **MUST** be shown.

Key Questions

Q1

(a) $\frac{1}{2} \times \frac{1}{5}$

(b) $\frac{1}{2} \times \frac{3}{4}$

(c) $\frac{1}{4} \times \frac{3}{5}$

(d) $\frac{1}{3} \times \frac{1}{3}$

Q2.

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

Q3.

(a) $\frac{1}{5} \div \frac{2}{3}$

(b) $\frac{3}{4} \div \frac{4}{5}$

(c) $\frac{1}{2} \div \frac{7}{8}$

Q4.

Give your answers as simplified fractions.

(a) $\frac{2}{5} + \frac{1}{2}$

(b) $\frac{2}{7} + \frac{1}{2}$

(c) $\frac{1}{3} + \frac{1}{2}$

(d) $\frac{4}{5} - \frac{2}{3}$

Q5.

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

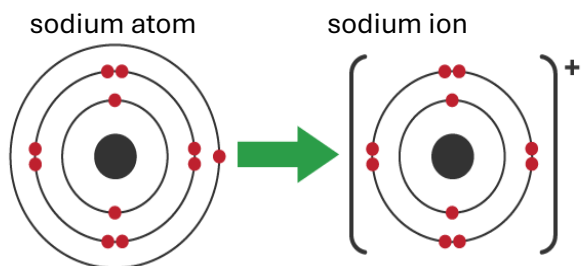
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Week 5	
Day 3	
Subject	Science
Paper	Chemistry
Unit	Atomic Structure
Topic Area	Ions

Subject Content

Ions are atoms that have lost or gained an electron and have a charge. Metal atoms lose electrons from their outer shell. The ions are positive because they have more protons than electrons.

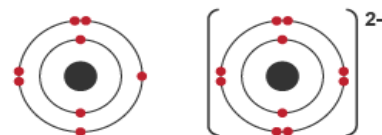


Group	Element	Ion charge	Ion symbol
1	Na	+	Na ⁺
2	Mg	2+	Mg ²⁺
6	O	2-	O ²⁻
7	Cl	-	Cl ⁻

Non-metal atoms gain electrons to achieve a full outer shell. They have a stable noble gas structure. The ions are negative because they have more electrons than protons.

oxygen atom oxide ion.

- Group 6 elements gain two electrons
- Group 7 elements gain one electron
- Group 0/8 elements do not form ions
-



Videos or other useful links



Revision ideas

Draw the ions for lithium, magnesium and aluminium
Draw the ions for oxide, sulfide and fluoride

Don't forget to include brackets and the charge on the top right hand corner

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

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Week 5	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Christian Symbols and Grace

Christian Beliefs and Symbols

GCSE Revision – Key Terms and Ideas

Key Words

Learn these key terms and what they mean.

Know Understand Apply Succeed!

Grace



God free gift of his **unconditional love** to the believer.

Incarnate Son



The belief that Jesus is **God made man**.

Sacrament



An outward sign of an inward grace; there are **seven sacraments**.

Son of God Son of Man

Son of God
 A title used in the Bible for Jesus stressing his **divinity**.

Son of Man
 A title that Jesus used for himself, which refers to both his **suffering** as a human and to the **authority** given to him by God.

Christian Symbols

These symbols have been used by Christians for centuries and each has a meaning.



Cross
Represents the death and resurrection of Jesus.



Ichthys (Fish)
A secret symbol used by early Christians. The letters ΙΧΘΥΣ (Greek) stand for 'Jesus Christ, Son of God, Saviour'.



Dove
Represents the Holy Spirit, peace and new life.



Alpha and Omega
Represents that God is the beginning and the end (Revelation 22:13).



Chi-Rho
Two Greek letters (X and P) – the first two letters of Christ's name.

Are the above images relevant today?

Think about both sides of the argument for your exam.

✗ No

- These symbols arose in a particular time in Christian history when the Church was being persecuted.
- They had to worship in secret and often worshiped in **catacombs**.
- The Ichthys was used to point to the home of the Christian person leading the eucharist/prayers.
- The symbols use the Greek language which is not used by the majority of Christians.
- We need symbols that are based on **modern life** and will **inspire the youth** of today.

✓ Yes

- These symbols are **rooted in our tradition** and have been considered holy through the centuries.
- They connect modern day Christians with their past and remind them of the **struggles of the early Christians**.

"Our faith is built on a story that is still relevant today."



"The same Jesus, yesterday, today and forever." Hebrews 13:8

Faith
History
Belonging
Today

Videos or other useful link



Revision ideas

Draw out each symbol and around the symbol give two reasons why that symbol is the best symbol.

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?

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Week 6	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 5

Subject Content



Follow the link via the QR code below and read Act 5 of Macbeth and then answer the key questions.



Videos or other useful links

It may also be useful to watch this Act 5 summary:



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. 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?

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Week 6	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Probability
Topic Area	Tree Diagrams

Subject Content

Tree diagrams are used to represent the probability of outcomes.

Pairs of branches must add to 1.

They can be fractions or decimals

- Always multiply along the branches and write the working and answer at the end.
- You gain an extra mark in part b by doing this.



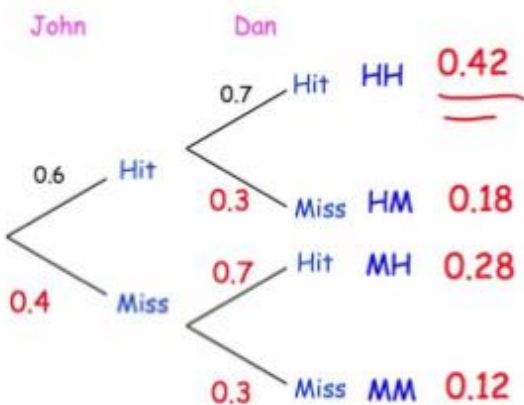
Corbettmaths

John throws a ball at a target.
Dan then throws a ball at the same target.
The probability that John hits the target is 0.6
The probability that Dan hits the target is 0.7

What is the probability that
John and Dan both hit the target?

0.42

Tree Diagrams



Read the question carefully.

If it asks for the probability of 1 miss, this means that either John or Dan misses, so it is

- $0.18 + 0.28 = 0.46$

If it asks for **AT LEAST** one missed, there are 3 outcomes,

- $0.18 + 0.28 + 0.12 = 0.58$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

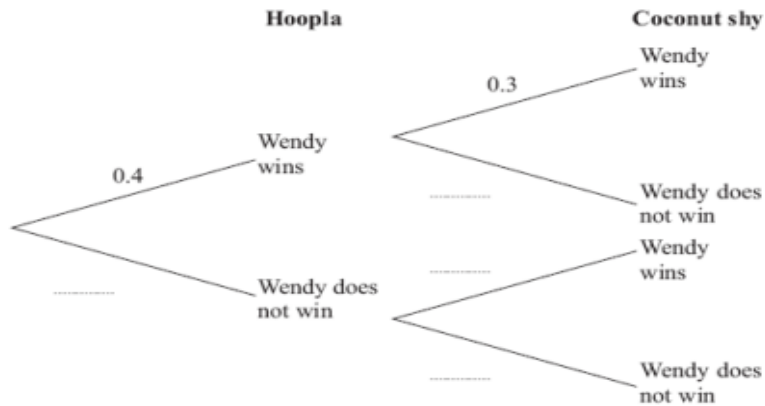
Test yourself regularly to ensure you understand.

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.



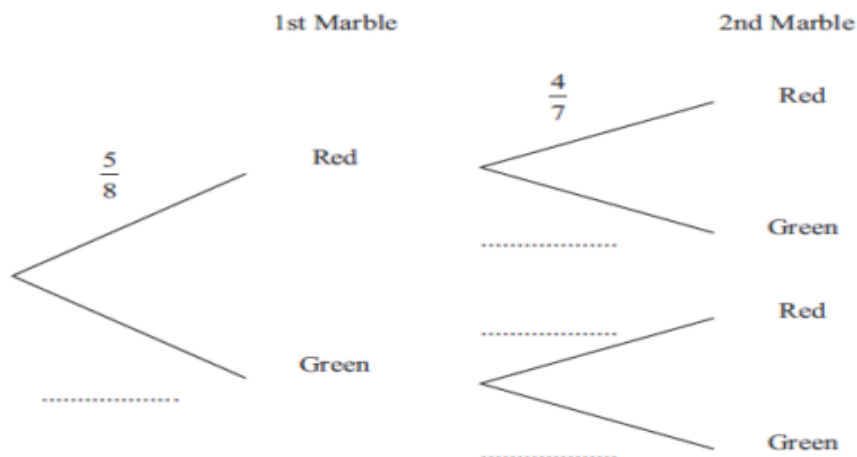
(b) Work out the probability that Wendy wins at Hoopla and also wins on the Coconut shy.

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.

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

Subject Content

Different energy resources are used for transport, generating electricity and heating homes. They can be classified as either renewable or non-renewable.

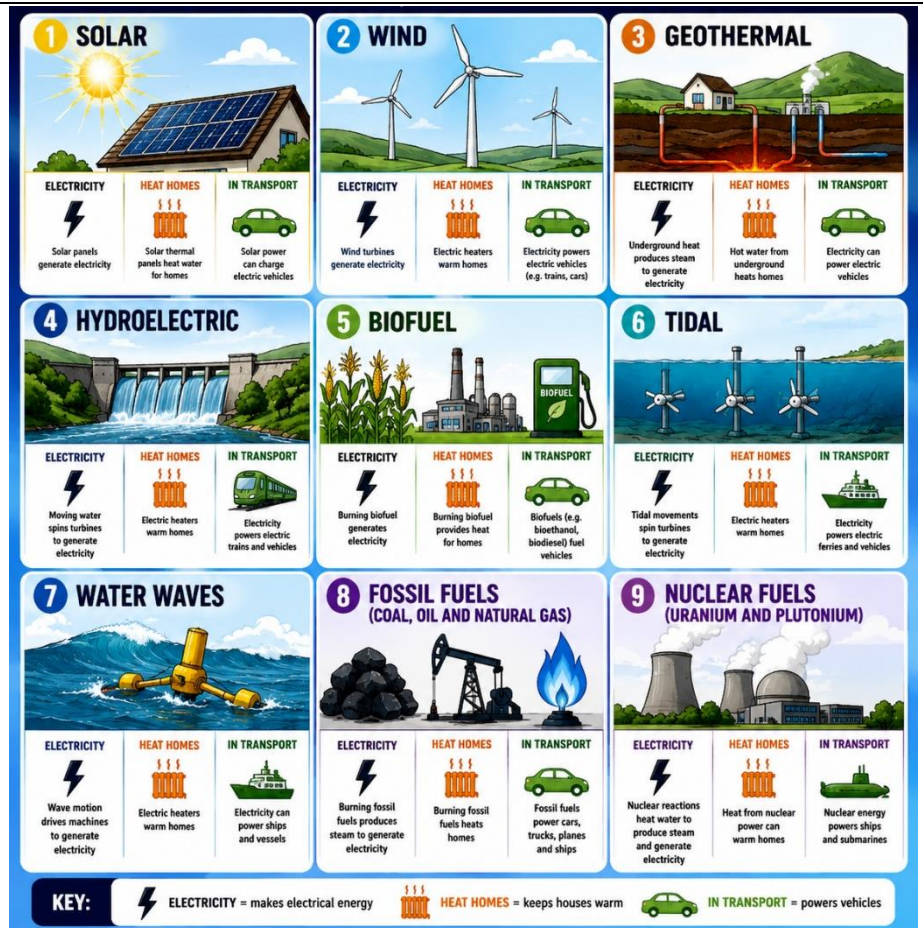
A renewable energy resource is one that can be replenished as it is used.

Examples include:

1. Solar
2. Wind
3. Geothermal
4. Hydroelectric
5. Biofuel
6. Tidal
7. Water waves

A non-renewable energy resource is one that is finite. Examples include:

1. Fossil fuels (coal, oil and natural gas)
2. Nuclear fuels (uranium and plutonium)



Videos or other useful links

- <https://www.youtube.com/watch?v=N5mHKqcit9I>
- <https://www.youtube.com/watch?v=tTgXdxKTGPo>
- Sparx science independent learning codes: R496, R476, R911 and

Revision ideas

- Complete the Sparx science independent learning codes listed
- Attempt and red pen these exam questions:
<https://A000YES.examprom.net>



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?

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

Is it wrong to depict Jesus in art form?

Arguments for and against the use of images

Know Understand Apply Succeed!

This is an important debate in Christianity. Here are the key arguments from both sides.

✗

Yes – It is wrong to depict Jesus

Arguments against the use of images

THE TEN COMMANDMENTS
Thou shalt not worship false idols.

The Old Testament in the 10 Commandments prohibited the use of images; **'Thou shalt not worship false idols'**. Many Christians have agreed with this approach and have consequently banned the use of images in the Churches.

This happened in the Eastern Orthodox Church and was called **iconoclasm** (which means the breaking of images). Also during the Protestant Reformation Catholic images and statues were destroyed.

Human art can never capture the **mystery of God**.

God became a human being **not a piece of plaster or wood or stone**.

✓

No – It is not wrong to depict Jesus

Arguments to support the use of images

The **Incarnation** means that God became a human being and so it is **permissible** to show God in Christian art in the form of Jesus.

Examples of Christian art:

The Sacred Heart
A traditional image that portrays the great **love** Jesus has for all people.

The Crucifix
Expresses the fact that Jesus suffered death to save us from our sins (**Redemption**).

Christ the Redeemer
In Rio De Janeiro there is a statue called Christ the Redeemer which expresses through Christ's outstretched hands the **universal love of God** for humankind.

The Catholic tradition has always had a positive attitude towards the use of images, believing that they help us to **focus our prayers** and to make Jesus, Mary and the Saints **more present to us**. Catholics would argue that the use of images and statues is a way of expressing their **belief** and **devotion** to Jesus as the incarnation of God.

“Faith is not about seeing, but about recognising the presence of God in our lives.”

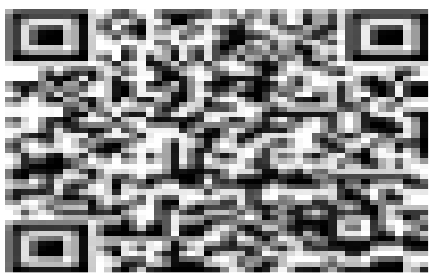
Faith – History – Belonging – Today

Since God limited himself in a human form, God and Jesus can be shown in a human form/religious art is not attempting to put limits on God but to remind people that God became incarnate

God commanded that humans should not make images of anything in heaven or earth and worship them/but since God has appeared in flesh this rule does not apply to art such as statues of God or saints/as long as people do not worship the statue but only God himself

As God became man for all people, it does not matter how Jesus is shown in religious art/as what is important is the fact of the Incarnation, not any attempt to give a true portrait of Jesus/nobody knows what Jesus looked like etc

Videos or other useful links



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?

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Week 7	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 1 – 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.

Macbeth

Big Idea	1 Ambition is corruptive	2 Guilt is inescapable	3 Nature Vs Unnatural						
Writer's Message	Shakespeare shows that the hunger for power destroys both morality and humanity.	Guilt becomes a form of punishment that torments those who commit evil acts.	Defying moral and natural order brings destruction to self and society.						
Model Example	<i>Shakespeare presents Macbeth as consumed by ambition, suggesting that unchecked desire for power leads to moral collapse.</i>	<i>Through Lady Macbeth's madness, Shakespeare shows that guilt is an inescapable punishment for moral corruption.</i>	<i>Shakespeare warns that by defying the natural order, Macbeth turns Scotland—and his soul—into chaos.</i>						
Act One TEMPTED		Act Two TREACHERY		Act Three TORMENTED		Act Four TYRANNICAL		Act Five TRAGIC HERO	
'So foul and fair a day I have not seen'- Macbeth. Mirrors the Witches' Fair is foul and foul is fair'		'Bloody Business'- Macbeth 💧		'O full of scorpions is my mind, dear wife!' - Macbeth		'something wicked this way comes'- The Witches about Macbeth		'Out damned spot, out I say' - Lady Macbeth 💧	
'Brandished steel [...] smoked with bloody execution' The Captain about Macbeth 💧		'Amen, Stuck in my throat.'- Macbeth		'On my head they placed a fruitless crown/ barren sceptre'		'I must also feel it as a man' - Macduff		'This dead butcher and his fiend-like queen'- Malcolm	
'Too full of the milk of human kindness' Lady Macbeth		'Macbeth does murder sleep- the innocent sleep' 🦋							
'Come you spirits that tend on mortal thoughts, unsex me here'- Lady Macbeth 🌈									
'stars hide your fires let not light see my black and deep desires'- Macbeth 🌈									
'The instruments of darkness tell us truths'- Banquo 🌈									

Videos or other useful links

Further revision for Macbeth 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 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?

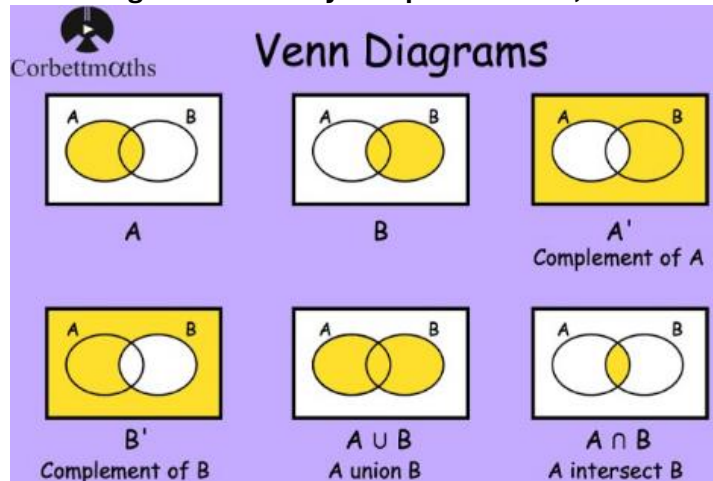
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Week 7	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Probability
Topic Area	Venn Diagrams

Subject Content

Venn Diagrams are a way to represent data, when the data overlaps.



Compliment of A means not in A.

Always label the circles (e.g. A and B)

$A \cup B$ means the intersection

$A \cap B$ means all the numbers in the circle

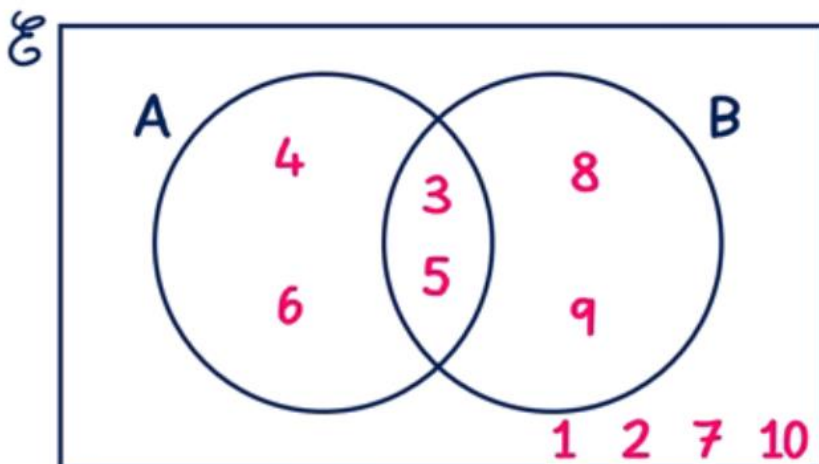
A' means not in A (this includes those outside of the circle)

If it appears in both lists, we only write it once, in the middle.

$$\mathcal{E} = \{\cancel{1}, \cancel{2}, \cancel{3}, \cancel{4}, \cancel{5}, \cancel{6}, \cancel{7}, \cancel{8}, \cancel{9}, \cancel{10}\}$$

$$A = \{\cancel{3}, \cancel{4}, \cancel{5}, \cancel{6}\}$$

$$B = \{\cancel{3}, \cancel{5}, \cancel{8}, \cancel{9}\}$$



Videos or other useful links



Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

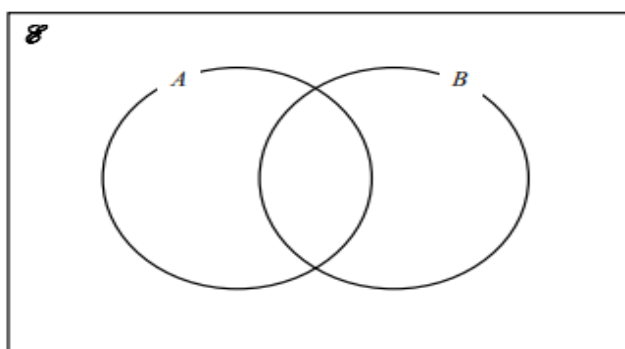
Key Questions

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

$A = \{\text{prime numbers}\}$

$B = \{\text{numbers greater than 10}\}$

(a) Complete the Venn diagram for this information.



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

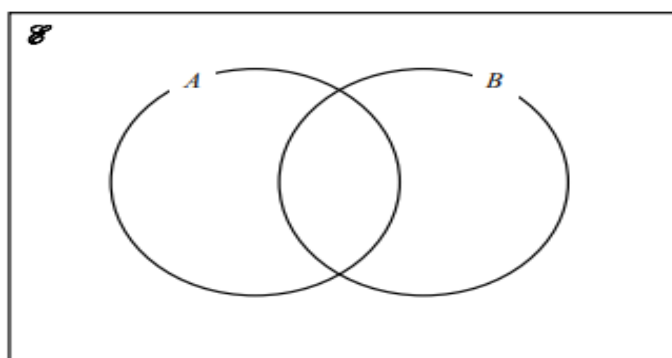
(b) Find the probability that this number is in the set $A \cup B$

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

$A = \{\text{multiples of 4}\}$

$B = \{\text{factors of 12}\}$

(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 $A \cap B$

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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

Subject Content

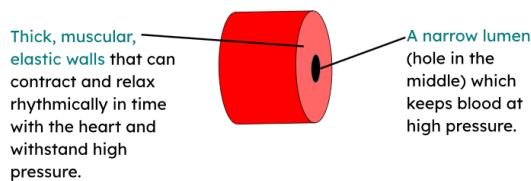
Left **O**xxygenated **R**ight **D**eoxygenated

The body contains three different types of blood vessels:

- Arteries: transport blood away from the heart (usually at high pressure)
- Veins: transport blood to the heart (usually at low pressure)
- Capillaries: links arteries to veins within the tissues of the body

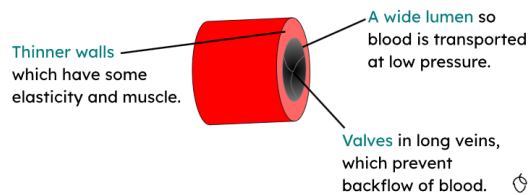
Arteries transport blood away from the heart.

To do this, they have:

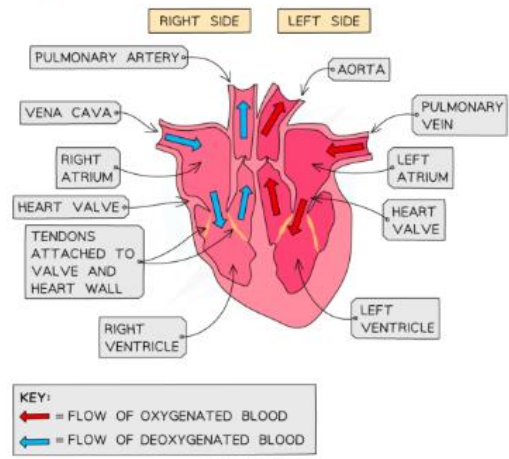


Veins transport blood towards the heart.

To do this, they have:

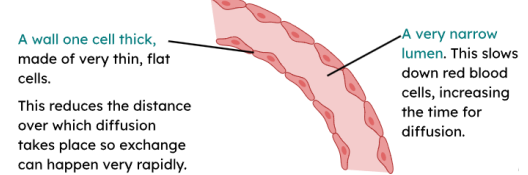


Heart diagram: the inside



Capillaries allow **exchange** of nutrients and waste products between the blood vessel and the tissue.

To do this, they have:



Videos or other useful links



Revision ideas

Using blank images of the heart and blood vessel see how many labels you can add.

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?

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

Videos or other useful links

The Incarnation: *Son of God – Son of Man*

God became human in Jesus Christ

“The Word became flesh and made his dwelling among us.” John 1:14

✓ Know it
 ✓ Understand it
 ✓ Apply it
 ✓ Succeed!

LUKE – The message to Mary

- Gives the message of the incarnation from the angel Gabriel to Mary (Luke 1:26–38).
- Luke was writing for a **Gentile** (Non-Jewish) community where the witness of a woman would be accepted.
- Mary is shown as **frightened, confused and unsure** of herself, but what is emphasised is her **fidelity to God** by saying ‘Yes’ to the role of being **mother of God**.

“I am the Lord’s servant. May your word be to me fulfilled.” Luke 1:38

MATTHEW – The message to Joseph

- Wrote for a **Jewish community** and therefore had to make Joseph the witness as the witness of a woman would not be accepted.
- Matthew emphasises that Jesus is God by giving him the name **Emmanuel** which means ‘**God with us**’ (Matthew 1:23).
- The name Joseph reminds us of Joseph in the Old Testament who was a dreamer. Joseph receives the message in the form of a **dream**. For the people of the time this made the whole account authentic because it linked with the Old Testament.

“She will give birth to a son, and you are to give him the name Emmanuel, which means ‘God with us’.” Matthew 1:23

JOHN – The pre-existent Word

- “**In the beginning was the Word**” (John 1:1). Jesus has always existed – he is the pre-existent Word.
- “**The Word was God**” (John 1:1). Jesus is truly God. The rest of John’s Gospel is written to prove this, for example the miracles.
- “**The Word was with God**” (John 1:1). There is a distinction between Jesus (the Word) and God the Father. They are both God and part of the Trinity, but they are two **distinct persons**.
- “**The Word was made flesh**.” (John 1:14). The infinite God, who is omnipotent and transcendent, became a human being in Jesus who was born in Bethlehem, lived in Nazareth and died in Jerusalem.

“In the beginning was the Word ...” John 1:1

Fully Human – Son of Man

- Jesus was born in the same way as everyone else.
- Jesus experienced **human emotions** – he was angry in the Temple, he cried when Lazarus died, he was terrified in the garden of Gethsemane, and on the Cross he cried out, ‘My God, my God why have you forsaken me?’
- Jesus **suffered death** and was **buried** like everyone else.

Born as a human baby (Luke 2:7)

He wept (John 11:35)

Agony in Gethsemane (Matthew 26:38)

Suffered and died (Mark 15:37)

Fully God – Son of God

- Jesus was conceived in a miraculous way by the power of the Holy Spirit.
- Jesus performed **miracles** – he changed water into wine at Cana, he healed the blind man and the paralysed man, and he raised both Lazarus and the Son of the Widow of Naim from the dead.
- **He rose from the dead.**

Conceived by the Holy Spirit (Matthew 1:20; Luke 1:35)

Changed water into wine (John 2:1–11)

Healed the blind (John 9:1–7)

He rose from the dead (Matthew 28:6)

Catholic teachings about the Incarnation

- God is **revealed** in Jesus; Jesus shows the innermost being of God.
- God **speaks** through Jesus.
- Jesus **defeats** sin and brings **salvation** to all people.
- Jesus is **sent** as a man to be among his people.
- Jesus **enlightens** all people.
- Jesus is the **Word of God made flesh** (John 1:1–4, 14).
- Jesus **completes** the work of **salvation**.
- To see Jesus is to see his Father, God (John 14:9).
- Jesus **frees** people from the darkness of sin and death.
- He **raises** people up to life eternal.
- Jesus is **fully God and fully human**.

God is with us today.

Sources of authority

Dei Verbum 4 (Second Vatican Council)

“...Then, after speaking in many and varied ways through the prophets, now at last in these days God has spoken to us in His Son... For He sent His Son, the eternal Word, who enlightens all men, so that He might dwell among men... Jesus Christ, therefore, the Word made flesh, was sent as ‘a man to men’... To see Jesus is to see His Father... God is with us to free us from the darkness of sin and death, and to raise us up to life eternal.” *Dei Verbum 4*

The Creed

“...Jesus Christ, the Only Begotten Son of God / born of the Father before all ages / true God from true God / begotten, not made, consubstantial with the Father / came down from heaven / by the Holy Spirit was incarnate of the Virgin Mary and became man...” etc.

Jesus – fully God, fully human, always with us.

Faith – History – Belonging – Today

Videos or other useful links



Revision ideas

Jesus being fully human is more important than Jesus being fully God.” Create a Venn diagram to show how Jesus is fully God and fully human.

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?

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Week 8	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 2 – Key Quotation 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.

Macbeth

Big Idea	1 Ambition is corruptive	2 Guilt is inescapable	3 Nature Vs Unnatural						
Writer's Message	Shakespeare shows that the hunger for power destroys both morality and humanity.	Guilt becomes a form of punishment that torments those who commit evil acts.	Defying moral and natural order brings destruction to self and society.						
Model Example	<i>Shakespeare presents Macbeth as consumed by ambition, suggesting that unchecked desire for power leads to moral collapse.</i>	<i>Through Lady Macbeth's madness, Shakespeare shows that guilt is an inescapable punishment for moral corruption.</i>	<i>Shakespeare warns that by defying the natural order, Macbeth turns Scotland—and his soul—into chaos.</i>						
Act One TEMPTED		Act Two TREACHERY		Act Three TORMENTED		Act Four TYRANNICAL		Act Five TRAGIC HERO	
'So foul and fair a day I have not seen'- Macbeth. Mirrors the Witches' Fair is foul and foul is fair'		'Bloody Business'- Macbeth 💧		'O full of scorpions is my mind, dear wife!' - Macbeth		'something wicked this way comes'- The Witches about Macbeth		'Out damned spot, out I say' - Lady Macbeth 💧	
'Brandished steel [...] smoked with bloody execution' The Captain about Macbeth 💧		'Amen, Stuck in my throat.'- Macbeth		'On my head they placed a fruitless crown/ barren sceptre'		'I must also feel it as a man' - Macduff		'This dead butcher and his fiend-like queen'- Malcolm	
'Too full of the milk of human kindness' Lady Macbeth		'Macbeth does murder sleep- the innocent sleep' 🦋							
'Come you spirits that tend on mortal thoughts, unsex me here'- Lady Macbeth 🌈									
'stars hide your fires let not light see my black and deep desires'- Macbeth 🌈									
'The instruments of darkness tell us truths'- Banquo 🌈									

Videos or other useful links

Further revision for Macbeth can be found here:



Revision ideas

Revision ideas (for English Literature)

6. Learn Key Quotes (Not Entire Pages)

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

7. Create Theme and Character Mind Maps

- ☒ Helps you see connections across the whole text

8. Practise WHAT-HOW-WHY Paragraphs

- ☒ Improves essay-writing skills quickly

9. Use Flashcards and Self-Quizzing

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

10. Complete Timed Exam Questions

- ☒ The best preparation for the real exam

Key Questions

1. How does the adjective “bloody” in the phrase “*bloody business*” reveal Macbeth’s attitude towards Duncan’s murder before it takes place?
2. What does the noun “*business*” suggest about the way Macbeth is trying to view the murder of Duncan?
3. How does Shakespeare use the quote “*Amen, stuck in my throat*” to show the immediate effects of guilt on Macbeth?
4. What might Macbeth’s inability to say “*Amen*” suggest about his relationship with God and the consequences of regicide?
5. How does the verb “*stuck*” emphasise Macbeth’s emotional and psychological state after the murder?
6. How does Shakespeare use personification in the quote “*Macbeth does murder sleep*” to highlight the consequences of Macbeth’s actions?
7. Why does Shakespeare describe sleep as “*innocent sleep*”? What does this reveal about Macbeth’s loss of innocence?
8. How does the motif of sleep in “*Macbeth does murder sleep*” reflect Macbeth’s troubled conscience throughout the play?
9. Compare the quotations “*bloody business*” and “*Amen, stuck in my throat*”. 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?

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Week 8	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Angles

Subject Content

Revise angle facts

Angle Rules



vertically opposite
angles are equal

angles on a straight
line add to 180°

angles at a point
add to 360°

Angle Rules

angles in a triangle
add to 180°

angles in a quadrilateral
add to 360°

base angles of an
isosceles triangle
are equal

YOU MUST INCLUDE THE WORD ANGLES IN EVERY SENTENCE.

Videos or other useful links



Scan here



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

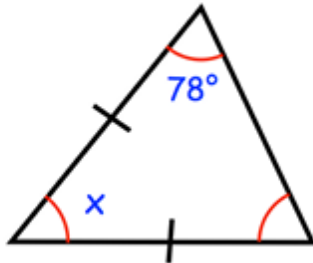
Key Questions

Work out the size of the missing angles

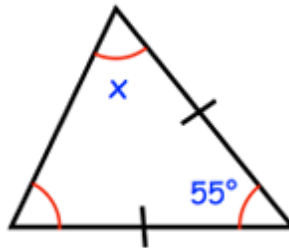
Use the fact that '**BASE ANGLES IN AN ISOSCELES TRIANGLE ARE EQUAL**'

And '**ANGLES IN A TRIANGLE ADD TO 180 DEGREES.**' You must write both to gain the marks.

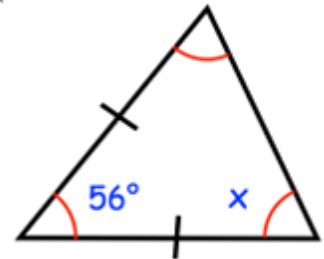
(g)



(h)



(i)

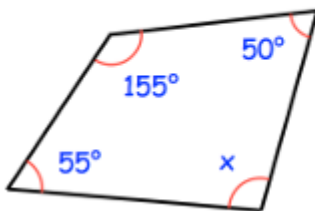


Use the fact that **ANGLES IN A QUADRILATERAL ADD TO 360 DEGREES**

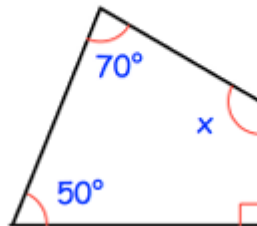
Also, **ANGLES ON A STRAIGHT LINE ADD TO 180.**

Question 1: Find the size of each missing angle.

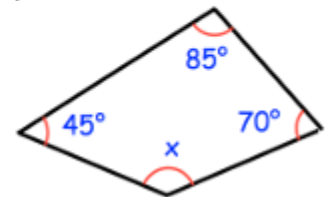
(a)



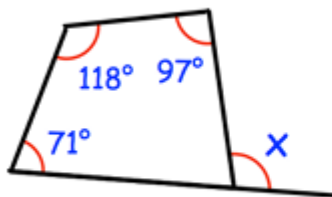
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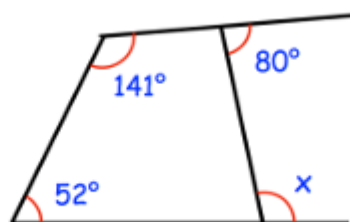
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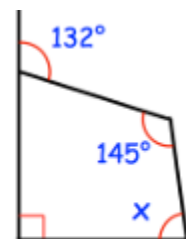
(a)



(b)



(c)



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

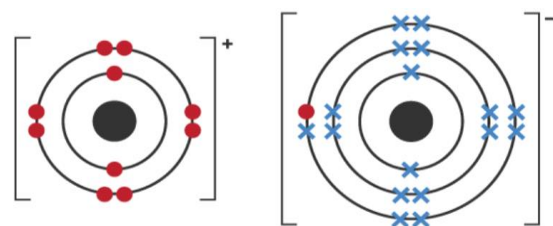
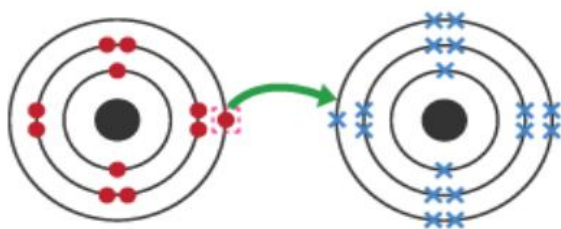
Subject Content

Ionic bonds exist between metals and non-metals. There is a transfer of the outer shell electron(s) from metal to non-metal atoms. This results in metals forming positive ions and non-metals forming negative ions. Oppositely charged ions attract.

An ionic bond is a strong electrostatic force of attraction between oppositely charged ions.

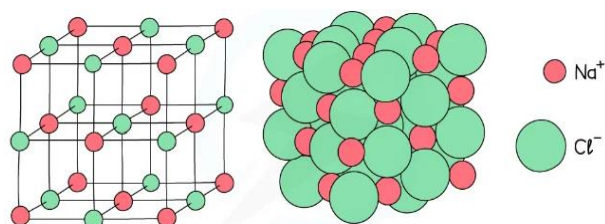
sodium atom

chlorine atom



sodium ion Na^+

chloride ion Cl^-



The models above represent the ionic compound **sodium chloride**.

It is a **giant lattice structure**. This means the ions are in a regular arrangement.

There are **strong electrostatic forces** of attraction **between oppositely charged ions** e.g the **sodium and chloride ions**.

These act in all directions and **take a lot of energy to break**.

Videos or other useful links



Sparx Code for Ions - R119

Revision ideas

Draw a dot and cross diagram to represent the ionic bond that forms between magnesium and oxygen.

- Draw the atoms first
- Draw an arrow to show the electron being transferred
- Draw the ions underneath
- Show the electrostatic force using a highlighter

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

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

Subject Content

How was Jesus the fulfilment of the Law?

A model of virtues – The Beatitudes – The Sheep and the Goats

Know
Understand
Apply
Succeed!

Jesus did not abolish the Law, but fulfilled it. *"Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them."* Matthew 5:17

Jesus goes beyond the Law

Jesus took the Old Law and gave a deeper meaning, focusing on attitudes as well as actions.

- Murder** You have heard it said, 'You shall not murder.' But I tell you, anyone who is angry with a brother or sister is subject to judgment. Matthew 5:21–22
- Adultery** You have heard it said, 'You shall not commit adultery.' But I tell you, anyone who looks at a woman lustfully has already committed adultery in their heart. Matthew 5:27–28
- Oaths** You have heard it said, 'Keep your oaths.' But I tell you, do not make them... Matthew 5:33–34
- Love your enemies** The Law said, 'Love your neighbour and hate your enemies.' But I tell you, 'Love your enemies and pray for those who persecute you.' Matthew 5:43–44
- Eye for an eye** The Old Law said, 'An eye for an eye.' But I tell you, 'Turn the other cheek.' Matthew 5:38–39
- Charity** When you give to charity, don't let your right hand know what your left hand is doing. Matthew 6:1–4
Do it discreetly, like the Widow's offering.
- Prayer** When you pray, go into your private room and pray to your Father who is in heaven. Matthew 6:5–6
Do not display it like the Pharisees.

The Beatitudes – A model for Christian living

"Blessed are ..." Matthew 5:3–12

The Beatitudes show the attitudes and values (virtues) Jesus wants his disciples to live by. They describe the qualities needed to build God's Kingdom and to be "a light for the world" (Matthew 5:14).

- Blessed are the poor in spirit,** for theirs is the Kingdom of Heaven. v.3
- Blessed are those who mourn,** for they shall be comforted. v.4
- Blessed are the merciful,** for they shall obtain mercy. v.7
- Blessed are the peacemakers,** for they shall be called sons of God. v.9
- Blessed are those who hunger and thirst** for what is right, for they shall be filled. v.6

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5:16

"Preach the Gospel at all times, if necessary use words." St Francis of Assisi

What do the Beatitudes teach us?

- They contain the teaching of Jesus and show the attitudes disciples should have.
- They set out a way to act – living with love, forgiveness, compassion and seeking justice.
- They describe a change of attitude necessary to living a Christian life.
- Jesus gave a deeper understanding of how to love God, not just by following rules, but through inner transformation which affects behaviour.
- The best way of living a Christian life is to follow the Beatitudes.
- The Beatitudes describe the qualities Christians need to develop: poor in spirit, meek, merciful, pure in heart, peacemakers, desiring righteousness, persevering in difficult times.

Are the Beatitudes relevant today?

- Yes**
 - They show a way to build a better, fairer and kinder world.
 - They are a guide for living out our faith today.
 - They help us to love God and neighbour better than simply following rules.
- Some challenges**
 - They can be difficult to live by.
 - Not all seem relevant today (e.g. persecution).
 - Being 'poor in spirit' or 'meek' may seem unrealistic in today's world.
 - They provide an ideal, but not everyone can live them fully.

The Parable of the Sheep and the Goats

(Matthew 25:31–46)



- This parable tells us that we will be judged at the end of time on how we have treated our fellow human beings.
- We will be judged on how we worked to create the Kingdom of justice, peace and reconciliation.
- Jesus lived out this parable in his life and was critical of those who focused on their own holiness and laid burdens on others.
- The parable is powerfully illustrated in Michelangelo's painting of the Last Judgement (see Eschatology).

Other ways of living a Christian life

- Receiving the sacraments
- Attending Mass
- Praying
- Helping others / donating to charity
- Following Church teachings
- Going on pilgrimage
- Following the 10 Commandments
- Giving one's life to God (religious life / priesthood)

Key message

"The Beatitudes and the Parable of the Sheep and the Goats show that Jesus is the model of virtue, teaching us to love God and neighbour and to build a more just and compassionate world."



Videos or other useful links**Revision ideas**

Create a cartoon strip for the parable of the Sheep and Goats.

Choose 3 Beatitudes and create visual images to help you remember them with why they are important to helping live a Christian life today.

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?

Should the Beatitudes be followed in modern society? Create reasons for and against this statement.

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

Macbeth

Big Idea	1 Ambition is corruptive	2 Guilt is inescapable	3 Nature Vs Unnatural						
Writer's Message	Shakespeare shows that the hunger for power destroys both morality and humanity.	Guilt becomes a form of punishment that torments those who commit evil acts.	Defying moral and natural order brings destruction to self and society.						
Model Example	<i>Shakespeare presents Macbeth as consumed by ambition, suggesting that unchecked desire for power leads to moral collapse.</i>	<i>Through Lady Macbeth's madness, Shakespeare shows that guilt is an inescapable punishment for moral corruption.</i>	<i>Shakespeare warns that by defying the natural order, Macbeth turns Scotland—and his soul—into chaos.</i>						
Act One TEMPTED		Act Two TREACHERY		Act Three TORMENTED		Act Four TYRANNICAL		Act Five TRAGIC HERO	
'So foul and fair a day I have not seen'- Macbeth. Mirrors the Witches' Fair is foul and foul is fair'		'Bloody Business'- Macbeth 💧		'O full of scorpions is my mind, dear wife!' - Macbeth		'something wicked this way comes'- The Witches about Macbeth		'Out damned spot, out I say' - Lady Macbeth 💧	
'Brandished steel [...] smoked with bloody execution' The Captain about Macbeth 💧		'Amen, Stuck in my throat.'- Macbeth		'On my head they placed a fruitless crown/ barren sceptre'		'I must also feel it as a man' - Macduff		'This dead butcher and his fiend-like queen'- Malcolm	
'Too full of the milk of human kindness' Lady Macbeth		'Macbeth does murder sleep- the innocent sleep' 🦋							
'Come you spirits that tend on mortal thoughts, unsex me here'- Lady Macbeth 🌈									
'stars hide your fires let not light see my black and deep desires'- Macbeth 🌈									
'The instruments of darkness tell us truths'- Banquo 🌈									

Videos or other useful links

Further revision for Macbeth 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 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?

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

Subject Content

Area and circumference of a circle is given on the formula sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section $\times$ length

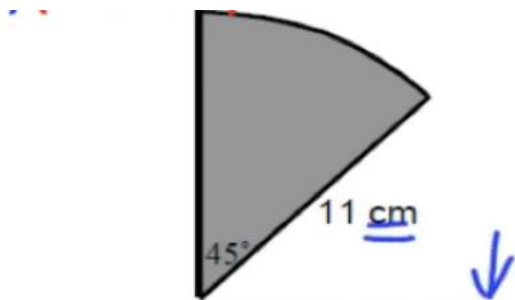
Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

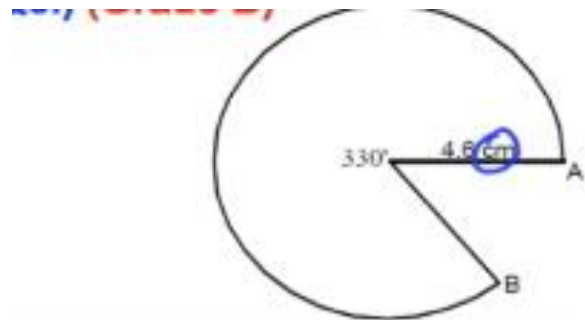
Use the formula sheet if you see area or circumference of circles or Sectors in a question.

A sector is a **FRACTION** of a circle



ROUND ANSWER TO 1DP

$$\begin{aligned} \text{Sector area} &= \frac{\theta}{360} \times \pi r^2 \\ &= \frac{45}{360} \times \pi \times 11^2 \\ &= 47.5 \end{aligned}$$



ROUND ANSWER TO 1DP

$$\begin{aligned} \text{Arc length} &= \frac{\theta}{360} \times 2\pi r \\ &= \frac{330}{360} \times 2 \times \pi \times 4.6 \\ &= 26.5 \text{ cm} \end{aligned}$$

Videos or other useful links



Scan here



Scan here



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Revision ideas

Make revision flash cards using the example above.

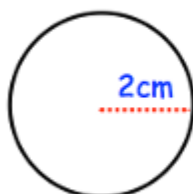
- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

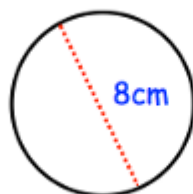
Key Questions

Work out the area and circumference of the circles.

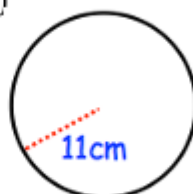
(a)



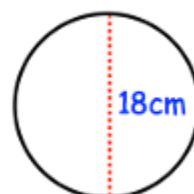
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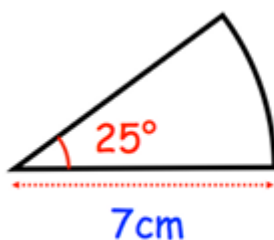


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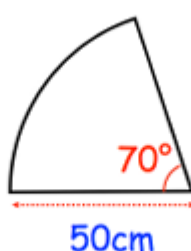


Work out the area and arc length of the sectors.

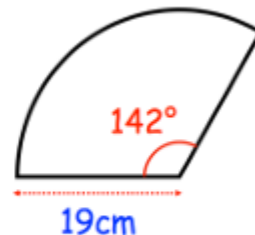
(a)



(b)



(c)



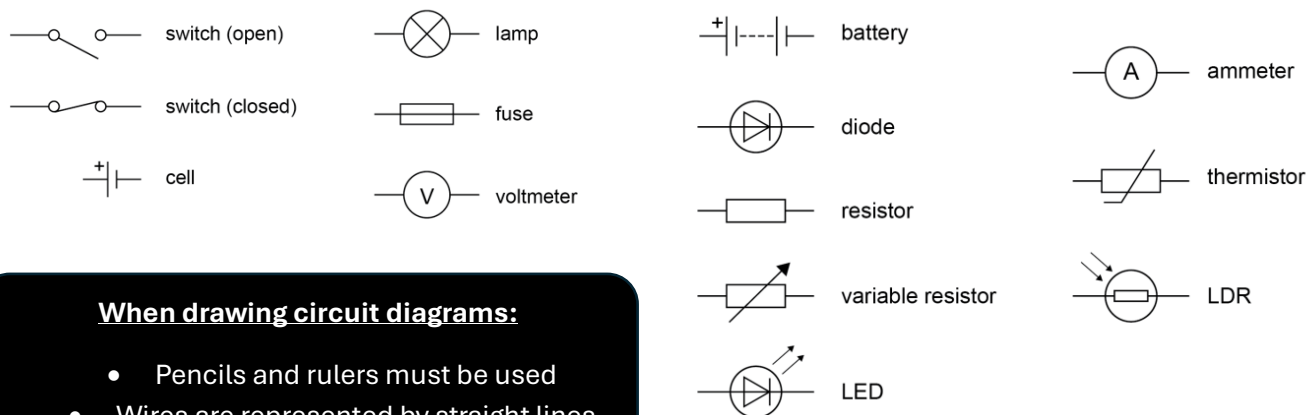
Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

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

Subject Content

You need to learn the following symbols used in circuit diagrams. They represent different **components** (part of a circuits). Different components each have different **functions** (jobs).



When drawing circuit diagrams:

- Pencils and rulers must be used
- Wires are represented by straight lines

Videos or other useful links

- <https://www.youtube.com/watch?v=wfsvM1Obfu8>
- https://www.footprints-science.co.uk/index.php?quiz=Circuit_symbols
- Sparx science independent learning codes: R780, R955 and R499

Revision ideas

- Complete the Sparx science independent learning codes listed

- Attempt and red pen these exam questions:

<https://JUNEIEY.exampopro.net>

- Create flashcards for each circuit symbol to test yourselves on them.



Key Questions

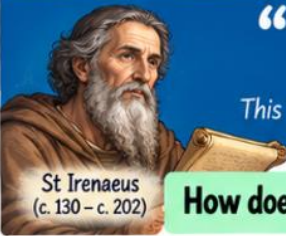
1. Draw the circuit symbol for a cell and for a battery – what is the key difference?
2. Draw the circuit symbol for a voltmeter and how should it be connected to a component?
3. Draw the circuit symbol for an ammeter and how should it be connected to a component?
4. What is the difference between the 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?

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

Subject Content



“The glory of God is man fully alive”

– St Irenaeus

This means that the purpose of human life is to be fully alive in relationship with God, and this is revealed most perfectly in Jesus Christ.

Know Understand Apply Succeed!

How does Jesus reveal God and help us to be fully alive?

Through his teaching

By the way he lived

In how he died

Fully human

The fragility of human life

Faith in what we cannot see

Through prayer

Through the Beatitudes



Jesus revealed God to men through his teaching – showing us how to live and who God is.



His miracles and healing showed God's love, compassion and power at work in the world.
Matthew 11:4–5



Jesus revealed God through his **death** – not resorting to violence. He forgave the thief, he trusted in God and his divine plan.
Luke 23:34, 43, 46



Being fully human means showing our most human qualities in their most perfect state: forgiveness, trust, loyalty, love, commitment, etc.



Jesus shares our human condition – our mortality – showing that human life is precious, though fragile.
Hebrews 2:14–15



Jesus shows us that we can live by faith in something we cannot see, trusting in God's promises.
2 Corinthians 5:7



Jesus taught us to pray the Our Father, a prayer of trust in God – “thy will be done”.
Matthew 6:9–15



The Beatitudes show us how to be fully alive – pure of heart, peacemakers, compassionate, hungry for what is right, etc.
Matthew 5:3–12

To be “fully alive” means to live life as God intended – in relationship with him and with others, showing love, compassion, forgiveness and hope, just as Jesus did.

A truly human life is a life lived in God's love.

The Incarnation in *Dei Verbum* 4 and *Verbum Domini* 12

Similarities between the documents

- ✓ Both documents speak of Jesus as the **Son of God**.
- ✓ Both documents speak of Jesus as **the eternal Word**.
- ✓ Both documents speak of Jesus as **God's voice** which human beings **can hear**.

Differences in the documents

Dei Verbum 4
(4 Gospels)

- Speaks of Jesus as the **teacher** who knows God the best – he is the **light of the world** guiding us to God. (see John 8:12)
- Makes the **likeness between** God the Father and Jesus very clear. (see John 14:9)

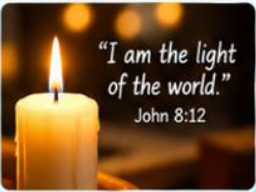
Verbum Domini 12
(Jesus had 12 apostles – Mother Teresa is a modern day apostle)

- Stresses that Jesus really **lives among human beings** and he can be touched and **his face seen** (e.g. Mother Teresa).
- Stresses the **real humanness** of Jesus, how small he became as a baby. (see Luke 2:7)

Key message



“...now at last in these days God has spoken to us in His Son.”
Hebrews 1:1–2



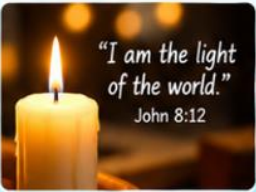
“I am the light of the world.”
John 8:12



“We can touch Christ in the poor.”
Mother Teresa



“...now at last in these days God has spoken to us in His Son.”
Hebrews 1:1–2



“I am the light of the world.”
John 8:12



“We can touch Christ in the poor.”
Mother Teresa



The Incarnation shows us that God wants us to be **fully alive** – living in his love, following Jesus as our model, and bringing his light to the world.

Live life to the full – in Christ!

Videos or other useful links



Revision ideas

Create the “Fully Alive” recipe

A recipe for living life fully:

- 🥄 2 spoons of faith
- ❤️ 3 measures of love
- 🙏 Prayer
- 🤝 Compassion
- 🕊️ Forgiveness
- 📖 Jesus' teaching
- ★ The Beatitudes

Explain **why** each ingredient is necessary.

Which ingredient is most important? Why?

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.

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Week 10	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	Macbeth
Topic Area	Act 4 – 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.

Macbeth

Big Idea	1 Ambition is corruptive	2 Guilt is inescapable	3 Nature Vs Unnatural						
Writer's Message	Shakespeare shows that the hunger for power destroys both morality and humanity.	Guilt becomes a form of punishment that torments those who commit evil acts.	Defying moral and natural order brings destruction to self and society.						
Model Example	<i>Shakespeare presents Macbeth as consumed by ambition, suggesting that unchecked desire for power leads to moral collapse.</i>	<i>Through Lady Macbeth's madness, Shakespeare shows that guilt is an inescapable punishment for moral corruption.</i>	<i>Shakespeare warns that by defying the natural order, Macbeth turns Scotland—and his soul—into chaos.</i>						
Act One TEMPTED		Act Two TREACHERY		Act Three TORMENTED		Act Four TYRANNICAL		Act Five TRAGIC HERO	
'So foul and fair a day I have not seen'- Macbeth. Mirrors the Witches' Fair is foul and foul is fair'		'Bloody Business'- Macbeth 💧		'O full of scorpions is my mind, dear wife!' - Macbeth		'something wicked this way comes'- The Witches about Macbeth		'Out damned spot, out I say' - Lady Macbeth 💧	
'Brandished steel [...] smoked with bloody execution' The Captain about Macbeth 💧		'Amen, Stuck in my throat.'- Macbeth		'On my head they placed a fruitless crown/ barren sceptre'		'I must also feel it as a man' - Macduff		'This dead butcher and his fiend-like queen'- Malcolm	
'Too full of the milk of human kindness' Lady Macbeth		'Macbeth does murder sleep- the innocent sleep' 🦋							
'Come you spirits that tend on mortal thoughts, unsex me here'- Lady Macbeth 🌈									
'stars hide your fires let not light see my black and deep desires'- Macbeth 🌈									
'The instruments of darkness tell us truths'- Banquo 🌈									

Videos or other useful links

Further revision for Macbeth 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 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'?

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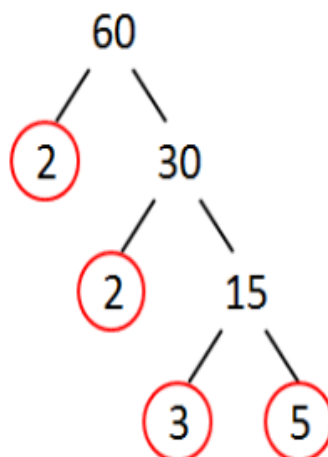
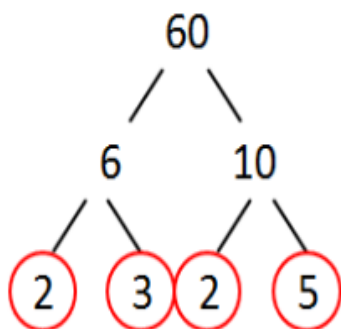
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Week 10	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Number
Topic Area	Prime factors

Subject Content

Prime numbers have 2 factors ONLY.

They are 2, 3, 5, 7, 11, 13, 17, 19, 23, 29.....



Either way, the result is:

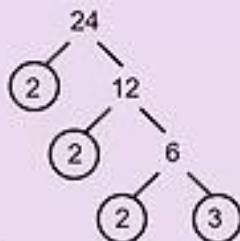
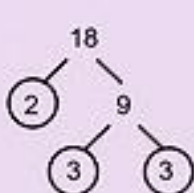
$$2 \times 2 \times 3 \times 5 \quad \text{or} \quad 2^2 \times 3 \times 5$$

Product means multiply so ensure your answer is written with multiply signs between each of the prime numbers.

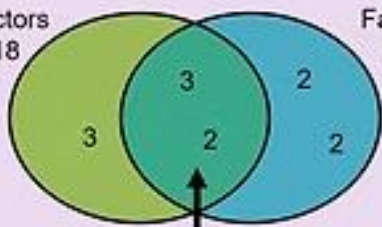
To find the HCF, multiply all the numbers in the overlap

To find LCM, multiply all the numbers in the circles, including the overlap.

Calculate the HCF and LCM of 18 and 24.



Factors of 18



Factors of 24

$$\begin{aligned} \text{HCF} &= 2 \times 3 \\ &= 6 \\ \text{LCM} &= 3 \times 2 \times 3 \times 2 \times 2 \\ &= 72 \end{aligned}$$

Videos or other useful links



Scan here



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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

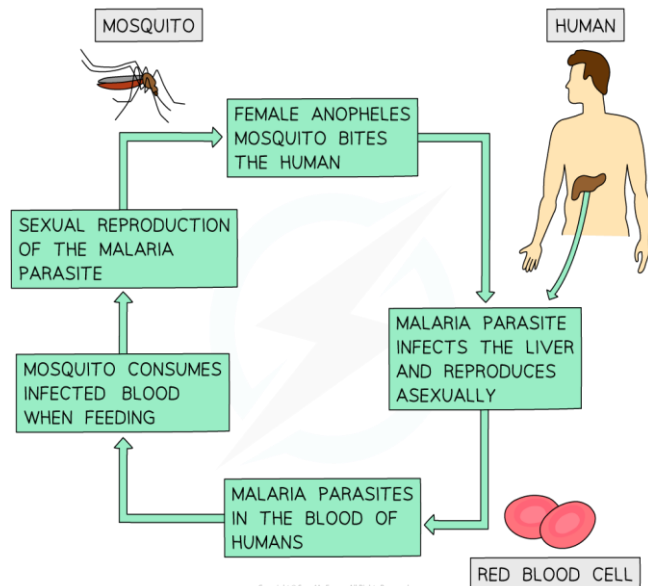
Subject Content

Malaria is a disease caused by a protist.

A protist is a simple, mostly single-celled living organism that has a nucleus inside its cell. Protists are not animals, plants, fungi, or bacteria they belong to their own group.

A **vector** is a living organism that carries and transmits the malaria parasite from one person to another. In the case of malaria, the vector is the female mosquito, which picks up the parasite when it bites an infected person and passes it on when it bites someone else.

The mosquito is the **vector** that carries the disease from one infected organism to another organism.



Videos or other useful links



Revision ideas

Make notes from the videos and links on the QR codes and get somebody from home to test you.

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 – 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 10	
Day 4	
Subject	Incarnation
Paper	Catholic Christianity
Unit	Incarnation
Topic Area	Gace and Sacraments

Subject Content



By His grace
we are loved,
we are forgiven,
we are made holy.

Grace and the Sacraments

God's love at work in our lives

"It is by grace
you have been saved."
Ephesians 2:8

✓ Know it
 ✓ Understand it
 ✓ Apply it
 ✓ Succeed!

What is Grace?



God's free gift of **unconditional love** to the believer.

"We love because he first loved us."
1 John 4:19

What does sanctification of life mean?

Making your life holy through the sacraments. For example, going to Mass reminds you to **"go in peace to love and serve the Lord"**. By helping others, giving to the poor etc, you are making your life more holy.



Go in peace
to love and
serve the Lord.

What is the sacramental nature of reality?

Because God is the creator of everything and because Jesus through his incarnation united all of humanity with God, everything that exists reveals God. A sacrament is an **outward sign of an inner grace**, and in the same way all of reality is infused with the grace of God.



All of creation
reveals the glory
of God.
Psalm 19:1

The Seven Sacraments

Visible signs of God's invisible grace

A sacrament is an outward sign
of an inner grace.

Sacrament	Action / Symbol	Effects	Words
 Baptism	- The pouring of water and the oil of Catechumens put on the chest (healing). - Oil of Chrism put on forehead (royalty). - White garment symbol of purity. - Candle – Jesus is the light of the world.	- The cleansing of original sin. - Become members of God's family. - You formally receive your Christian name.	"I baptise you ... (name) in the name of the Father, and of the Son and of the Holy Spirit. Amen." 
 Confirmation	- The anointing of the forehead with chrism oil. - Laying on of hands.	Receiving the gifts of the Holy Spirit (WARRUCK).	"Be sealed with the power of the Holy Spirit." 
 Eucharist	The receiving of the consecrated/transubstantiated bread and wine, the Body and Blood of Christ.	- Receiving the fullness of Christ – spiritual food. - Source and summit of Catholic life. - Highest form of prayer (Jesus' sacrifice on the cross is made present).	"This is my body. This is my blood." 
 Marriage	The consent.	- Each partner accepting the other person as husband/wife for life. - Joining together in an unbreakable bond (Covenant) – you cannot have a divorce, just an annulment.	"Will you ... take ... here present as your lawful wedded husband/wife according to the rites of our Holy Mother the Church?" 
 Ordination	The laying on of hands and the anointing of the hands with Chrism.	Conferring the dignity of the priesthood.	"Almighty Father, grant to this servant of yours the dignity of the priesthood." 
 Reconciliation	The laying on of hands.	- The passing on of God's power of forgiveness. - Saying you are sorry for what you have done repairs the relationship you have with God.	"I absolve you from your sins in the name of the Father and of the Son and of the Holy Spirit." 
 Sacrament of the Sick	The anointing of the head and the hands (the senses) with the oil of the sick.	Strengthening and forgiveness.	"Through this holy anointing may the Lord in his love and mercy help you with the grace of the Holy Spirit. May the Lord who frees you from sin save you and raise you up. Amen." 

Why are the sacraments important?

- ✓ They give us grace.
- ✓ They help us to grow in holiness.
- ✓ They are encounters with Christ.
- ✓ They strengthen us to live as disciples.



Living a grace-filled life

- ✓ Go to Mass.
- ✓ Receive the sacraments.
- ✓ Help others and give to the poor.
- ✓ Pray.
- ✓ Let your life reflect God's love.



"The sacraments are effective signs of grace, instituted by Christ and entrusted to the Church."

Catechism of the Catholic Church, 1131



Key message

Grace transforms us and helps us to live fully alive in God's love.



Videos or other useful links



Revision ideas

Use page 15 of the revision guide to plan a response to a 12 mk question on sacraments.

Create flash cards on each sacrament stating what the sacrament is, what happens during the sacrament and why the sacrament is important.

Key Questions

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?

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Week 11	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	Macbeth
Topic Area	Act 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.

Macbeth

Big Idea	1 Ambition is corruptive	2 Guilt is inescapable	3 Nature Vs Unnatural						
Writer's Message	Shakespeare shows that the hunger for power destroys both morality and humanity.	Guilt becomes a form of punishment that torments those who commit evil acts.	Defying moral and natural order brings destruction to self and society.						
Model Example	<i>Shakespeare presents Macbeth as consumed by ambition, suggesting that unchecked desire for power leads to moral collapse.</i>	<i>Through Lady Macbeth's madness, Shakespeare shows that guilt is an inescapable punishment for moral corruption.</i>	<i>Shakespeare warns that by defying the natural order, Macbeth turns Scotland—and his soul—into chaos.</i>						
Act One TEMPTED		Act Two TREACHERY		Act Three TORMENTED		Act Four TYRANNICAL		Act Five TRAGIC HERO	
'So foul and fair a day I have not seen'- Macbeth. Mirrors the Witches' Fair is foul and foul is fair'		'Bloody Business'- Macbeth 💧		'O full of scorpions is my mind, dear wife!' - Macbeth		'something wicked this way comes'- The Witches about Macbeth		'Out damned spot, out I say' - Lady Macbeth 💧	
'Brandished steel [...] smoked with bloody execution' The Captain about Macbeth 💧		'Amen, Stuck in my throat.'- Macbeth		'On my head they placed a fruitless crown/ barren sceptre'		'I must also feel it as a man' - Macduff		'This dead butcher and his fiend-like queen'- Malcolm	
'Too full of the milk of human kindness' Lady Macbeth		'Macbeth does murder sleep- the innocent sleep' 🌀							
'Come you spirits that tend on mortal thoughts, unsex me here'- Lady Macbeth 🌈									
'stars hide your fires let not light see my black and deep desires'- Macbeth 🌈									
'The instruments of darkness tell us truths'- Banquo 🌈									

Videos or other useful links

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Revision ideas

Revision ideas (for English Literature)

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- ☒ 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 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?

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

Subject Content

Key words

- Profit
- Loss
- Decrease
- Increase

What is the Percent Change?

Percent change is when the percentage of an original value has changed.

To calculate the percent change, you will use the percentage change formula.

$$\text{Percentage change} = \frac{\text{amount of change}}{\text{original}} \times 100$$

Percentage change can refer to many different types of scenarios.

This can include

- percentage increase
- percentage decrease
- percentage profit
- percentage gain
- markups and markdowns
- percentage loss



Example

Calculate the percent change:

107 ← Starting Value

86 ← Final Value

STEP 1: Find the absolute value of the difference

$$|\overset{\text{Starting}}{107} - \overset{\text{Final}}{86}| = |21| = 21$$

STEP 2: Divide by the starting value.

$$21 \div \overset{\text{Starting}}{107} = 0.196 \quad \leftarrow \text{Express as a decimal}$$

STEP 3: Multiply by 100

$$0.196 \times 100 = \boxed{19.6\% \text{ change}}$$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

Key Questions

1: 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.



2: In a sale the price of a sofa is reduced from £2500 to £2290

What is the percentage decrease?

3: The volume of juice in a bottle is increased from 500ml to 1.25 litres.

Work out the percentage increase.

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

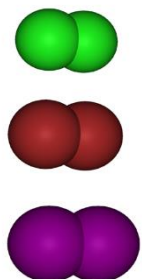
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Week 11	
Day 3	
Subject	Science
Paper	Chemistry
Unit	Unit 1
Topic Area	Group 7

Subject Content

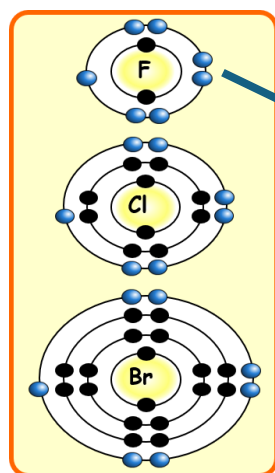
Group 7 elements on the periodic table are called the halogens. They have 7 electrons in their outer shell. They are very reactive. They gain an electron to achieve a stable noble gas structure. Group 7 elements exist as diatomic molecules.

Element	Colour	State
Chlorine, Cl ₂	Pale green	Gas
Bromine, Br ₂	Brown	Liquid
Iodine, I ₂	Purple-black	Solid



5	6	7	0
			4 He helium 2
14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86

numbers 112 – 116 have been not fully authenticated



Fluorine is more reactive than bromine. This is because

- Fluorine is a smaller atom
- Fluorine's outer shell electrons are closer to the nucleus
- The fluorine nucleus has stronger attraction for outer electron
- so fluorine gains an electron more easily than bromine

Videos or other useful links



Revision ideas

Make a table that includes the colours and properties of each halogen. Include simple diagrams of the molecules so you remember the colour.

Complete Sparx quiz – R580 The Halogens

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

Subject Content



Worship, Mission and Music in the Christian Life

Key Words – Beliefs – Forms of Expression

“Sing to the Lord a new song.” Psalm 96:1

Know
Understand
Apply
Succeed!

Key Words Learn these key terms and what they mean.

Baptism  The Sacrament in which a person becomes a child of God and a Christian. Matthew 28:19 “Go and make disciples of all nations, baptising them ...”	Evangelism  Preaching the Good news about Jesus to other people. Mark 16:15 “Go into all the world and proclaim the good news to everyone.”	Mission  ‘Sending out’ people with a job or function to perform. Matthew 28:19–20 “Therefore go and make disciples of all nations ... and teach them to obey everything I have commanded you.”	Prayer  The raising of the heart and mind to God; listening and speaking to God. Philippians 4:6 “Do not be anxious about anything, but in everything, by prayer and petition, present your requests to God.”	Trinity  Belief that there are three Persons in one God. Matthew 28:19 “In the name of the Father and of the Son and of the Holy Spirit.”	Triune God  Belief that there are three Persons in one God: Father, Son, Holy Spirit. 2 Corinthians 13:14 “The grace of the Lord Jesus Christ, the love of God and the fellowship of the Holy Spirit be with you all.”
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Forms of expression – music and the glory of God
 Music helps us to pray, praise God and feel closer to Him.

Psalms  - Jewish hymns in the Old Testament, believed by Orthodox Jews to be written by King David. - Used in Mass between the first and second reading. - Often sung. - Some traditional hymns are based on psalms e.g. ‘The Lord is my Shepherd’ – based on Psalm 23. “The Lord is my shepherd, there is nothing I shall want.” Psalm 23:1	Plainchant (Gregorian chant)  - Ancient form of music used in Catholic worship, usually sung by monks. - Unaccompanied and sung to a limited range of notes. - Ninth and thirteenth centuries. - Latin parts of the Mass are sung. - Rarely sung today despite the Church’s support. “It should be given pride of place in liturgical services.” Sacrosanctum Concilium 116	Traditional hymns  - Most popular up until the mid-1960s in the Catholic liturgy. - Still popular today. - Most of these hymns were written to be accompanied by an organ. “All creatures of our God and King, lift up your voice and with us sing Alleluia, Alleluia!”	Contemporary worship songs  - Popular since the 1960s. The Second Vatican Council allowed the Mass to be said in a country’s own language rather than in Latin. - Allows us to be more personally involved in the Mass, particularly by joining in. - Encourages people to sing. - Uses modern instruments like guitars and drums. Tunes are often more upbeat. “Let everything that has breath praise the Lord.” Psalm 150:6
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Should Christians use contemporary worship songs rather than traditional hymns in worship?

Arguments in support of other views (traditional hymns, psalms, plainchant) - Have been used by generations of believers. - Maintain Catholic traditions and customs. - Often accompanied by the organ (awe-inspiring). - May appeal to older generations. - Have passed the test of time. - Some use Latin – a universal language. - Can move people deeply and are awe-inspiring. - Psalms contain God’s own words from the Bible. - Hymns were written specifically to praise God. - Plainchant helped people learn the Latin words when not everyone could read.	“Where words are not enough to praise God, music comes to our aid ... Music in a worship service should make prayer more beautiful and more fervent, move more deeply the hearts of all in attendance and bring them closer to God, and prepare for God a feast of melody.” Youcat 183	Support for the statement (contemporary worship songs) - More appealing to modern congregations. - Music is more up to date. - Words are easier to understand (in English). - Easier for people to join in with the singing. - Modern instruments (guitars, drums) suit modern tastes. - Reflects people’s feelings and thoughts. - More relevant to today’s world. - Gregorian chant can be difficult to sing if unfamiliar. - Not everyone can read music. - Some traditional hymns may contain outdated or sexist language.
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Key message
 Whatever the style, Christian music should help us to worship God, bring us closer to Him and inspire us to live out our faith.


“Sing to the Lord a new song; sing to the Lord, all the earth.”
Psalm 96:1

Videos or other useful links 	Revision ideas Design a Christian Worship Service You must choose: • A type of prayer • A piece/type of music • A Scripture • A form of worship • A way of expressing Christian belief Then explain: How does each choice help Christians worship God?
Key Questions 1. What is meant by the term <i>worship</i>? 2. What is <i>evangelism</i> and how is it connected to Christian mission? 3. What is the <i>Trinity</i>? Name the three persons of the Trinity. 4. How can music help Christians to worship and praise God? 5. How are <i>Psalms</i> used in Christian worship? Give two examples. 6. Explain two features of <i>Gregorian chant</i> 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 – 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 12	
Day 1	
Subject	English
Paper	Lit paper 1
Unit	A Christmas Carol
Topic Area	Stave 1

Subject Content



Follow the link via the QR code below and read Stave 1 of A Christmas Carol and then answer the key questions.



Videos or other useful links

Alternatively, you can listen to stave one of the audio book, here:



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 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?

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Week 12	
Day 2	
Subject	RE
Paper	Catholic Christianity
Unit	Triune
Topic Area	Mass Settings & Prayer

Subject Content

Mass Settings, Prayer and Posture in Christian Worship

Pray - Sing - Worship - Live the Faith

“Whatever you do, do it all for the glory of God.” 1 Corinthians 10:31

✓ Know it
 ✓ Understand it
 ✓ Apply it
 ✓ Succeed!

Mass settings

- Mass settings are basically the way the Mass is sung in different ways and to different music.
- You can have Mass settings that are in Gregorian chant, traditional and contemporary styles.

A mass setting is a part of the Mass that should be sung and not said, like the Alleluia.

Gregorian chant
Ancient, prayerful, unaccompanied.

Traditional
Hymns, often with organ, used for generations.

Contemporary
Modern instruments (e.g. guitar, drums), upbeat and accessible.

Eucharistic Acclamations (Mass)

These parts of the Mass are normally sung as part of the Mass setting.

The Gloria

- The Gloria is based on the hymn of the angels.
- A great hymn of praise to God.
- Not said during Advent and Lent.

“Glory to God in the highest heaven, and on earth peace among those whom he favours.” Luke 2:14 (NRSV)

Alleluia

- A Hebrew word that means ‘praise God’.
- Sung three times to announce the resurrection.
- A hymn of joy, triumph and praise of God.
- Not used during Lent.
- The Gospel is introduced by an Alleluia.

“Alleluia!”

Key words

Baptism	The Sacrament in which a person becomes a child of God and a Christian.
Evangelism	Preaching the Good news about Jesus to other people.
Mission	‘Sending out’ people with a job or function to perform.
Prayer	The raising of the heart and mind to God; listening and speaking to God.
Trinity	Belief that there are three Persons in one God.
Triune God	Belief that there are three Persons in one God: Father, Son, Holy Spirit.

“Sing to the Lord a new song; sing to the Lord, all the earth.” Psalm 96:1

Sanctus

- The word ‘Sanctus’ is Latin for ‘holy’.
- It is the first word of the hymn sung just before the Eucharistic Prayer at every Mass.

“Holy, Holy, Holy Lord God of hosts...” (Isaiah 6:3)

The Mystery of Faith

- After the consecration, when the bread and wine become the Body and Blood of Christ, people acclaim the Mystery of Faith.
- For example:

“Christ has died, Christ has risen, Christ will come again.”

What is Prayer?

Prayer is the raising of the heart and the mind to God.

- Christians believe that at every moment we are in the presence of God.
- Prayer involves setting aside time to become aware of that presence.
- The important thing is not how you do it, but that you do it.
- The best advice is to pray as you can, not as you can't (use whatever helps).

“Be still and know that I am God.” Psalm 46:10

Types of Prayer

Traditional Prayer

Forms of prayer that have been used by generations of believers.

Examples: Our Father, Hail Mary, Rosary, prayers of the Saints.

Spontaneous Prayer

Prayer that does not have a set structure, where the words are made up on the spur of the moment.

Examples: personal prayers, prayers of thanks, prayers for others.

“Christians should only use traditional prayer, not spontaneous prayers.”

✓ Agree

- Jesus taught the disciples to pray using the Lord's prayer (Matt 6:9).
- If they do not use traditional prayers, they may not be praying correctly and could neglect prayers for others or for the whole of humanity (e.g. the Ukrainians).
- Traditional prayers can be used by everyone and are inclusive, they strengthen the body of Christ (1 Cor 12).
- Traditional prayers are used in the sacraments and rituals of the Catholic Church.

✗ Disagree

- Spontaneous prayers allow the Holy Spirit to influence believers.
- Reciting traditional prayers can be done routinely without personal involvement.
- Jesus offered spontaneous prayer in John's Gospel (e.g. John 11:41).
- Set prayers can lose their meaning. Spontaneous prayers can allow the Holy Spirit to pray in them (Romans 8).
- Spontaneous prayers can reflect the immediate needs of the individual or community and are more personal.

How prayer and posture are linked in Christian worship

The use of the body in prayer helps us to show reverence, humility and respect for God, similar to the Jewish Amidah.

Kneeling

Shows that the person is submissive to the will of God. It acknowledges that God is in the position of authority and that the person praying is humble before God.

Genuflecting

Literally means ‘bending the knee’. It is going down on one knee as a sign of respect. Catholics genuflect as they enter church or as they pass the tabernacle, as an acknowledgement of Christ's presence.

Prostrating

To lie flat with your face on the ground. It is a position of total humility and self-giving to God.

Standing

Shows respect for the authority of God and acceptance that God has permitted the person to be there. It also shows respect for God's word, which is why Catholics stand for the Gospel reading at Mass.

Bowing

To lower the upper part of the body. It shows respect for the person or God to whom you are bowing. It shows that the believer reveres God and acknowledges God to be great.

Sitting

People often sit to have a conversation. It allows people to focus and listen to God. Many people sit when they meditate as it is a comfortable position and allows them to be still for long periods.

Key message

Prayer and music lift our hearts to God, helping us to worship Him more fully.

“Let everything that has breath praise the Lord.” Psalm 150:6

Videos or other useful links



Revision ideas

Create a double-sided fact card for the different types of prayer positions. Draw or print the image and have what it is on the back and how this helps people worship. Play a game using this with another person they either tell you the fact, and you name the position or you are shown the position and you have to say what it is and say how it helps people worship.

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.

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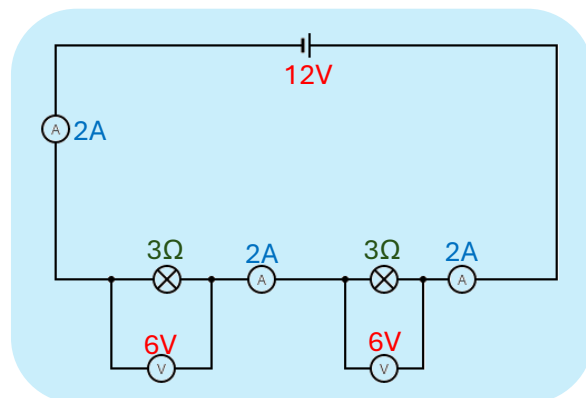
Week 12	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Electricity
Topic Area	Series Circuits

Subject Content

A series circuit only has one route for current to flow around. It is one continuous loop with the components connected next to each other (end to end). If one part of the circuit breaks, the rest stops working.

Three rules for series circuits:

1. Current is the same everywhere in a series circuit – *in this example, there is 2A of current everywhere in the circuit*
2. Potential difference from the power supply is shared across the components in a series circuit – *in this example, the 12V of the power supply splits equally over the 2 bulbs (as they are identical) so that they each take 6V.*
3. The total resistance of a series circuit is the sum of the resistance of the components: $R_{\text{TOTAL}} = R_1 + R_2 + R_3$
In this example, you add together the resistances of the components ($3\Omega + 3\Omega = 6\Omega$ total resistance).



Videos or other useful links

- <https://www.youtube.com/watch?v=Hk4JEB5DITw>
- <https://www.youtube.com/watch?v=mP0Tqc75aQ4> (from 49:15 to 55:49).
- Sparx science independent learning codes: R302 and R238

Revision ideas

- Complete the Sparx science independent learning codes listed
- Attempt and red pen these exam questions:
<https://BEZUVYJ.exampopro.net>



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?

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

Subject Content

Solving by factorising



1. Think of 2 numbers that add to make the coefficient of x and multiply to make the constant term

2. These two numbers are written inside the brackets added to x

3. The solutions are the values of x that make each bracket equal zero

$$\begin{array}{c}
 \text{Add} \quad \text{Multiply} \\
 x^2 + 4x + 3 = 0 \\
 \text{Find two numbers that add to make 4 and multiply to make 3} \\
 \text{The numbers are 3 and 1} \\
 \downarrow \quad \downarrow \\
 (x + 3)(x + 1) = 0 \\
 \downarrow \quad \downarrow \\
 x + 3 = 0 \quad x + 1 = 0 \\
 \downarrow \quad \downarrow \\
 x = -3 \quad x = -1
 \end{array}$$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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

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

Subject Content



Follow the link via the QR code below and read Stave 1 of A Christmas Carol and then answer the key questions.



Videos or other useful links

Alternatively, you can listen to stave two of the audio book, here:



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. 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?

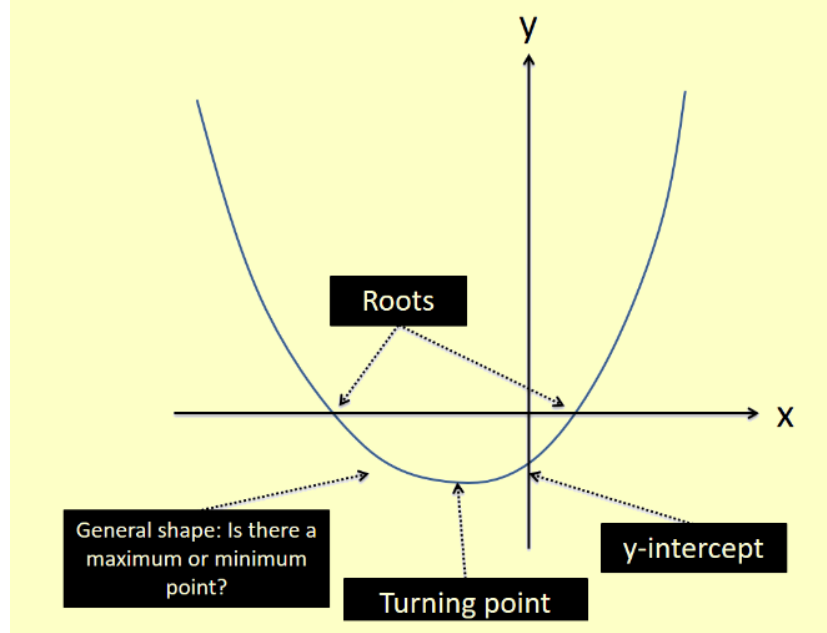
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Week 13	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Quadratic Graphs

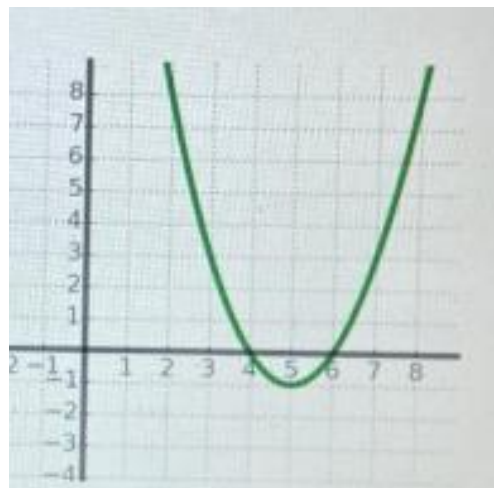
Subject Content

Quadratic Graphs - what are the key points?



Roots and solutions are the same thing!

Example



What are the solutions and turning point?

Roots are $x = 4$ and $x = 6$ (must be written this way)

Turning point is $(5, -1)$ - must be written as a co-ordinate.

Videos or other useful links



Scan here

Revision ideas

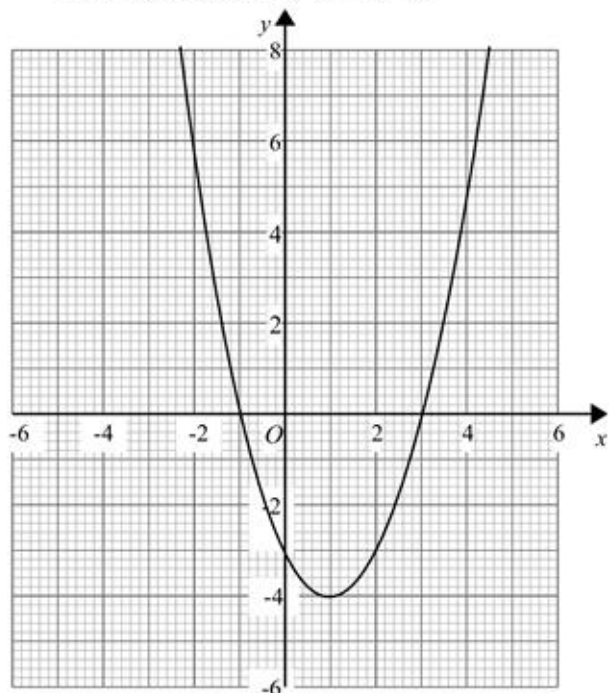
Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

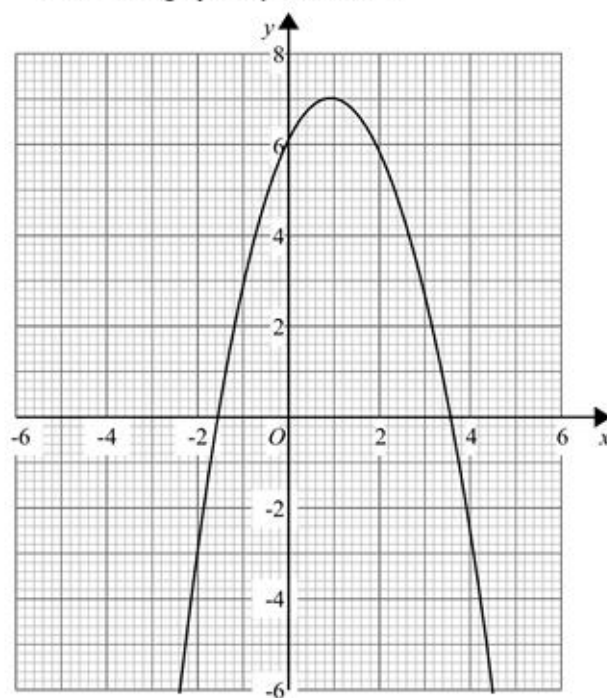
Key Questions

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 $x^2 = 2x + 6$

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

Subject Content

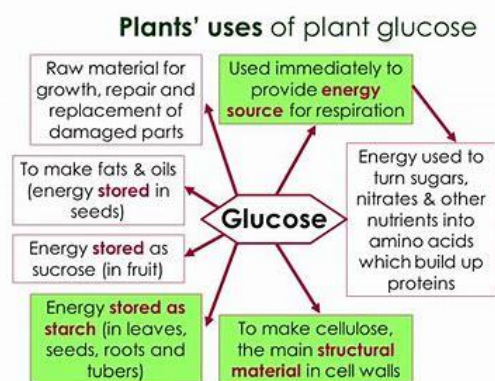
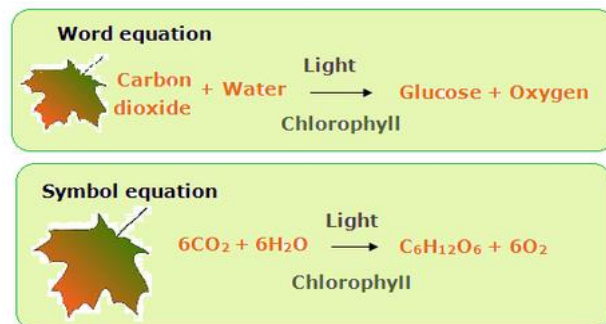
Photosynthesis is the process plants use to make their own food (glucose) using light energy from the Sun. The plant takes in carbon dioxide and water, and using light captured by chlorophyll (the green substance in leaves), it turns them into glucose and oxygen.

The carbon dioxide **diffuses** into the leaf through tiny holes called stomata.

The water enters the plant through **osmosis** in the roots.

The plant uses the glucose that it produces for several things

- 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



Videos or other useful links



Revision ideas

- Practise writing out the word and symbol equation for photosynthesis.
- Draw a simple diagram of a plant and add the areas that osmosis and diffusion occur
- Make revision notes for 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 – 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 13	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Triune
Topic Area	Trinity and Scripture

Subject Content



The Trinity – One God, Three Persons

Scripture – Beliefs – Meaning for Christians

"Glory to the Father and the Son and the Holy Spirit..."

Know Understand Apply Succeed!

The Trinity is the belief that there is one God in three Persons: Father, Son and Holy Spirit, who are equal, eternal and united in love.



Key scripture passages



The Shema – Deuteronomy 6:4–5

"Hear, O Israel: The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart, and with all your soul, and with all your might." This is the Jewish Shema.



The Baptism of Jesus – Matthew 3:16–17

"And when Jesus had been baptised... he saw the Spirit of God descending like a dove... And a voice from heaven said, 'This is my Son, the Beloved, with whom I am well pleased.'" (The parallel passage in Mark is 1:9–11)



Galatians 4:6

"And because you are children, God has sent the Spirit of his Son into our hearts, crying, 'Abba! Father!'"

Genesis 1:1–3 and the Trinity



"In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters. Then God said, 'Let there be light'; and there was light."
Genesis 1:1–3

Early Christians saw all three Persons of the Trinity in this passage:

- **The Father** – the Creator of all things.
- **The Holy Spirit** – the wind that sweeps over the waters.
- **The Son** – the Word ("God said...").



The Nicene Creed

The **Nicene Creed** is a statement of faith that presents what Catholics believe about the Trinity:

"I believe in one God, **the Father almighty**, maker of heaven and earth, of all things visible and invisible. I believe in one Lord Jesus Christ, **the Only Begotten Son of God**, born of the Father before all ages. God from God, Light from Light, true God from true God, begotten, not made, **consubstantial with the Father**..."

...For us men and for our salvation he came down from heaven, and by **the Holy Spirit** was incarnate of the Virgin Mary, and became man... He suffered death and was buried, and rose again... He will come again in glory to judge the living and the dead and his kingdom will have no end.

I believe in **the Holy Spirit, the Lord, the giver of life**, who proceeds from the Father and the Son, who with the Father and the Son is adored and glorified, who has spoken through the prophets. I believe in one, holy, catholic and apostolic Church. I confess one Baptism for the forgiveness of sins and I look forward to the resurrection of the dead and the life of the world to come. Amen."

The Three Persons of the Trinity

Distinct Persons, one God, equal in majesty, united in love.

"Baptise them in the name of the Father and of the Son and of the Holy Spirit." Matthew 28:19

God the Father



- Almighty creator of all things.
- Source of all life.
- Maker of heaven and earth, of all things visible and invisible.

"I believe in one God, the Father almighty, maker of heaven and earth..."

God the Son



- The Only Begotten Son of God.
- Born of the Father before all ages (never a time when he did not exist).
- True God, "consubstantial with the Father" (no distinction in nature).
- Became human by the Holy Spirit, born of the Virgin Mary, to save us from sin.
- Suffered, died, rose again and ascended into heaven. Judge and Lord of all.

"For us and for our salvation he came down from heaven..."

God the Holy Spirit



- Gives life to all things (the breath of God).
- Proceeds from the Father and the Son, uniting them in love.
- Equal in majesty, power and worship to the Father and the Son.
- Inspires people to know and do God's will.
- Spoke through the prophets.

"I believe in the Holy Spirit, the Lord, the giver of life..."

The Trinity in a symbol



**Three distinct Persons
One God
Always united in love**

Explain two beliefs about the Trinity in Galatians 4:6

- Believers are children of God and can call God "Abba! Father!" – this shows an intimate relationship with the Father through the Son.
- The Holy Spirit gives the believer strength and conviction to accept this relationship. The same Spirit that filled Jesus is also shared with believers.



Explain two beliefs about the Trinity in the Nicene Creed

- Belief in **God the Father** as almighty creator – "maker of heaven and earth, of all things visible and invisible."
- Belief in **God the Son** – the Only Begotten Son, true God, consubstantial with the Father, who became human, died and rose again for our salvation.
- Belief in **the Holy Spirit** – the giver of life, who proceeds from the Father and the Son, equal in majesty, and speaks through the prophets.



"Glory to the Father and to the Son and to the Holy Spirit, as it was in the beginning, is now, and shall be for ever. Amen."

Videos or other useful links



Revision ideas

5 mins → Cover, recall and write everything remembered

5 mins → Recreate the Trinity diagram

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

Subject Content



Follow the link via the QR code below and read Stave 3 of A Christmas Carol and then answer the key questions.



Videos or other useful links

Alternatively, you can listen to stave three of the audio book, here:



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. 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?

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

Subject Content

The formula for compound interest is on the formula sheet,

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Examples

Example 1 – Savings Growth

You invest £500 at an annual interest rate of 4% for 3 years.

$$A = 500 \times \left(1 + \frac{4}{100} \right)^3$$

$$A = 500 \times (1.04)^3$$

$$A = 500 \times 1.124864$$

Final amount = £562.43

Interest earned = £62.43

A car worth £12,000 depreciates by 8% each year for 4 years.

$$A = 12000 \times \left(1 - \frac{8}{100} \right)^4$$

$$A = 12000 \times (0.92)^4$$

$$A = 12000 \times 0.71639296$$

Final value = £8,596.72

Loss = £3,403.28

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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?

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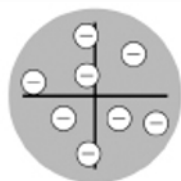
Week 14	
Day 3	
Subject	Science
Paper	Chemistry
Unit	Unit 2
Topic Area	Unit 1 Development of the atom

Subject Content

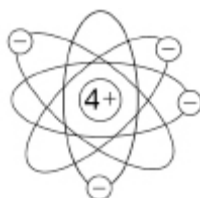
Different models of the atom have been developed, and then replaced as new evidence from experiments is discovered



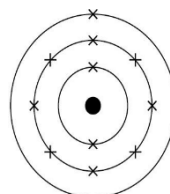
Solid Sphere



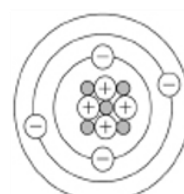
Plumb pudding



Rutherford's Nuclear

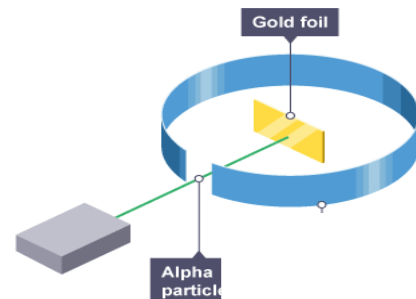


Bohr



Chadwick

- Greek philosophers began to describe the atoms as **solid spheres**
- In **the plum pudding** model negatively charged electrons are embedded in a sphere of positive charge
- In the alpha scattering experiment alpha particles were fired at a gold leaf. Results did not support the plumb pudding model.
 - Most of the particles passed straight through so most of the atom is empty space
 - Some alpha particles were deflected from original route but continued through the foil so the nucleus is positively charged
 - A very small number of particles were deflected by 90° or more. This shows that the nucleus was small and dense.
- In **Bohr's** model the electrons orbit the nucleus at specific distances.
- In **Chadwick's** model the protons and neutrons exist in the nucleus. The neutron was the final subatomic particle to be discovered.



Videos or other useful links



Revision ideas

Draw each model and write a one sentence description underneath
Complete the sparx activity R793

Key Questions

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

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

Subject Content



ONE GOD
THREE PERSONS
IN LOVE

The Trinity in Catholic Life Today

Faith • Love • Mission • A Life for Others

"Glory to the Father and to the Son and to the Holy Spirit, as it was in the beginning, is now, and shall be for ever. Amen." Matthew 28:18-20



Know it
Understand it
Apply it
Succeed!

The Trinity in Catholic life today

Belief in the Trinity is not just a doctrine, it shapes how Catholics live today. The love between the Father, Son and Holy Spirit flows outwards to all people and inspires Christians to live lives of **faith, love** and service through mission and evangelism.



Key Scripture Passages



The Shema – Deuteronomy 6:4–5 (NRSV)

"Hear, O Israel: The Lord is our God, **the Lord alone**. You shall love the Lord your God with all your heart, and with all your soul, and with all your might."

This is the Jewish Shema.



The Baptism of Jesus – Matthew 3:16–17 (NRSV)

"And when Jesus had been baptised... he saw the Spirit of God descending like a dove... And a voice from heaven said, 'This is my Son, the Beloved, with whom I am well pleased.'"

(The parallel passage in Mark is 1:9–11)



Galatians 4:6 (NRSV)

"And because you are children, God has sent the Spirit of his Son into our hearts, crying, 'Abba! Father!'"

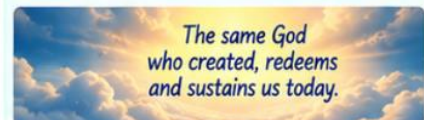
Genesis 1:1–3 and the Trinity



"In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters. Then God said, 'Let there be light'; and there was light." Genesis 1:1–3 (NRSV)

The early Christians discovered in this passage the three Persons of the Trinity:

- **The Father** – the Creator of all things.
- **The Son** – the Word ("God said...").
- **The Holy Spirit** – the wind that sweeps over the waters.



Mission

- Comes from the word 'to send out'.
 - The Church sends people out to care for the needs of other people in many ways.
 - There are many Catholic charity organisations whose mission it is to help the poor.
 - St Francis says: 'Preach the Gospel at all times. Use words if you have to.'
- (The work of the Holy Spirit, we are inspired to do this by the power of the Holy Spirit).



"Preach the Gospel at all times. Use words if you have to."
St Francis of Assisi

Evangelism

- Preach the message of the Good News!
 - Let people see how you are doing good things through your actions.
 - Talking to people about what good deeds you are doing and why.
- (The work of the Holy Spirit, we are inspired to do this by the power of the Holy Spirit).



Share the Good News in word and action!

The Trinity and mission: key teaching from Benedict XVI



"The Spirit is... the energy which transforms the heart and leads us to action..."
Deus Caritas Est 19

This action can take different forms, works of charity, mission and evangelism.

"The best way for Christians to show their belief in the Trinity is by preaching the Gospel."

✓ Arguments in support

- The love of the Trinity flows outwards to all believers.
- Evangelism is the best way to pass on God's love and share his message of salvation.
- Pope Benedict XVI: the Church seeks the integral good of man; it seeks his evangelisation through Word and Sacrament (*Deus Caritas Est* 19).
- Jesus' last instructions: 'Go therefore and make disciples of all nations...' (Matthew 28:18-20).
- Christians have a duty to spread the word of God.

✗ Arguments for other views

- Evangelism may be one way, but it is not the best way.
- Actions speak louder than words – mission is also (or more) important.
- Helping the poor (education, medical care, clean water etc.) is vital.
- St Francis: 'Preach the Gospel at all times. Use words if you have to.' (actions are most important).
- 1 John 4:20-21: we must love our brothers and sisters.
- Christians do not have to choose – both mission and evangelism are good ways of showing the love of the Trinity.
- Evangelism can annoy people if they are not receptive.

Theologians on the intimacy of God's love

St Augustine of Hippo



- Starts from 1 John 4:16: 'God is love.'
- To have love there must be three things: a lover, the person they love, and the love that unites them.
- **The Father** is the lover, the Son is the beloved (e.g. at the baptism of Jesus: 'This is my beloved Son...'), and the **Holy Spirit** is the love between them.
- This love is then given to us and we are meant to share it with others through good deeds – being the **Body of Christ**.

Catherine La Cugna



- We can only know the Trinity as it connects with our lives.
- We receive the Holy Spirit who teaches us about Jesus, and Jesus then reveals the Father.
- When we receive the Holy Spirit we are part of the relationship within the Trinity (Father, Son, Holy Spirit).
- The whole action and life of the Trinity is a sharing of love, and we are invited to share in this love through our lives today.

We are invited into the life of the Trinity – a life of love, relationship and mission.

Videos or other useful links



Revision ideas

Find out messages that Pope Leo has recently given to the Church and show how these messages connect to beliefs about the Trinity.

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.

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

Subject Content



Follow the link via the QR code below and read Stave 4 of A Christmas Carol and then answer the key questions.



Videos or other useful links

Alternatively, you can listen to stave one of the audio book, here:



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. 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?

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Week 15	
Day 2	
Subject	RE
Paper	Catholic Christianity
Unit	Redemption
Topic Area	Key terms & Beliefs

Subject Content

1

Key Beliefs and Keywords *Faith, Salvation and New Life*

- ✓ Know the meaning
- ✓ Make links
- ✓ Use scripture
- ✓ Apply your learning!

Key Words

Conscience

The voice of God in the heart of a person, guiding him/her to do what is right.

Eucharist

Means thanksgiving; it is another name for the Mass.

Salvation

The belief that Christians are set free from sin through the death and resurrection of Jesus.

The Ascension

The event forty days after the resurrection of Jesus, Jesus goes up to heaven.

Resurrection

The event three days after the crucifixion when God restored creation (recreation) – Jesus rises from the dead.

Redemption

The action of being saved from sin and its consequences through the suffering, death and resurrection of Jesus.

The Story of Salvation



Crucifixion

Jesus died out of love for us (**redemption**).



Resurrection

Jesus rises from the dead – new life and hope (**salvation**).



Ascension

Forty days later Jesus returns to the Father (**Ascension**).

"If we have died with him, we will also live with him."
2 Timothy 2:11

The Eucharist – Source of New Life



- The Eucharist is thanksgiving – the Mass.
- The bread and wine become the Body and Blood of Christ (Transubstantiation).
- The priest re-enacts the Last Supper: *"This is my body. This is my blood."*
- The Eucharist unites us with Christ and gives us strength to live as his disciples.

What is the Church?

The Church is the Holy people of God, also called the Body of Christ, among whom God is present and active.



"You are the body of Christ and individually members of it."
1 Corinthians 12:27

Living Out Our Faith

- ✓ Believe in the life, death and resurrection of Jesus.
- ✓ Take part in the Eucharist.
- ✓ Listen to God's voice in your conscience.
- ✓ Try to live a holy life.
- ✓ Be part of the Church and its mission.
- ✓ Bring hope and love to the world.



Faith leads to action – a new life in Christ!



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

Same story. New life. Our turn.

Videos or other useful links



Revision ideas

Research how Catholics show their faith in action in modern society.

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.

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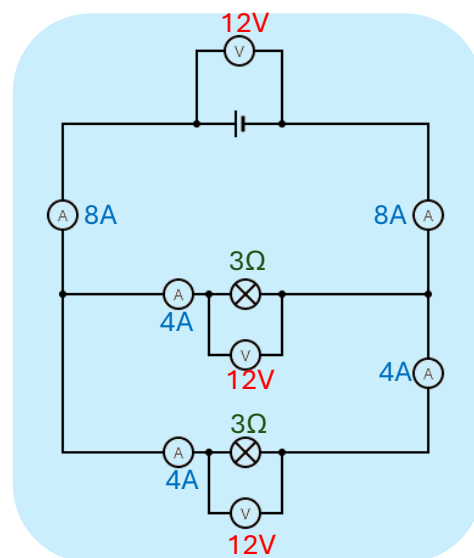
Week 15	
Day 3	
Subject	Science
Paper	Physics Paper 1
Unit	Electricity
Topic Area	Parallel Circuits

Subject Content

A parallel circuit has more than one route for current to flow around. We talk about the circuit having multiple “branches” or “loops”. If one part of the circuit breaks, the rest continues working.

Three rules for parallel circuits:

1. Current splits at junctions in parallel circuits; more current flows down branches with lower resistance – *in this example there is a total current of 8A that splits equally into each branch as they have the same resistance.*
2. The potential difference across each branch of a parallel circuit is equal to the potential difference of the power supply – *in this example there is 12V from the power supply, so both branches also have 12V across them.*
3. The total resistance of a parallel circuit decreases as you add more branches: this means that the total resistance of the circuit has to be less than the resistance of the branch with the lowest resistance. *In this example each bulb has a resistance of 3Ω so the total resistance of the circuit is less than 3Ω .*



Videos or other useful links

- <https://www.youtube.com/watch?v=GlvE5Zlpea8>
- <https://www.youtube.com/watch?v=mP0Tqc75aQ4> (from 55:50 to end of video).
- Sparx science independent learning codes: R409 and R752

Revision ideas

- Complete the Sparx science independent learning codes listed
- Attempt and red pen these exam questions:
<https://WIPYLYC.exampopro.net>



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?

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

Subject Content

Rules of Indices

For $a \neq 0, b \neq 0$

Rule	Example
$a^x \times a^y = a^{x+y}$	$a^3 \times a^2 = a^{3+2} = a^5$
$a^x \div a^y = a^{x-y}$	$a^6 \div a^2 = a^{6-2} = a^4$
$(a^x)^y = a^{xy}$	$(a^2)^3 = a^{2 \times 3} = a^6$
$a^0 = 1$	$a^0 = 1$
$a^{-x} = \frac{1}{a^x}$	$a^{-5} = \frac{1}{a^5}$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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

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

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

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

Subject Content



Follow the link via the QR code below and read Stave 5 of A Christmas Carol and then answer the key questions.



Videos or other useful links

Alternatively, you can listen to stave one of the audio book, here:



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

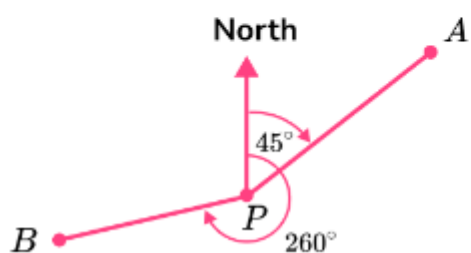
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Week 16	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Bearings

Subject Content

Bearings are angles, measured clockwise from north. **Bearings** are given in three figures and are used by sailors and pilots to describe the direction they are travelling.

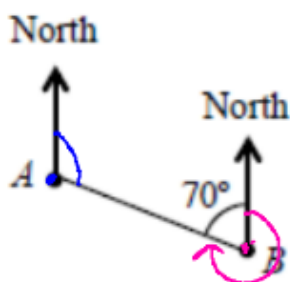
E.g. The diagram shows three points A, B and P.



The angles are measured clockwise from the north line.

The bearing of A from P is 45° .

The bearing of B from P is 260° .

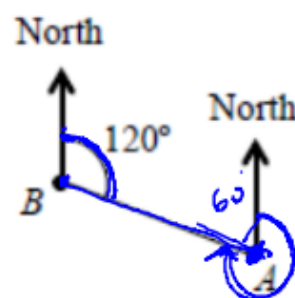


a) Find the bearing of A from B

290°

b) Find the bearing of B from A

110°



a) Find the bearing of A from B

120°

b) Find the bearing of B from A

300°

Videos or other useful links

Revision ideas

Make revision flash cards using the example above.

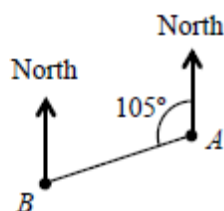
- Question on one side
- Answer on the other.



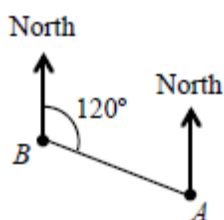
Test yourself regularly to ensure you understand.

Key Questions

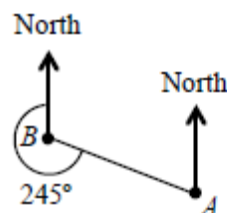
A1 Find the bearing of B from A



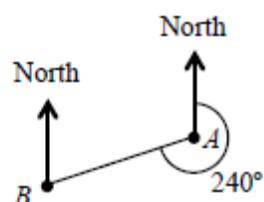
A2 Find the bearing of B from A



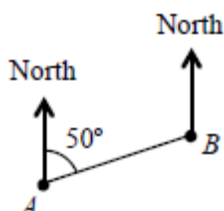
A3 Find the bearing of A from B



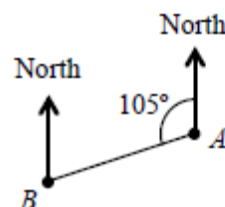
B1 Find the bearing of A from B



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

Subject Content

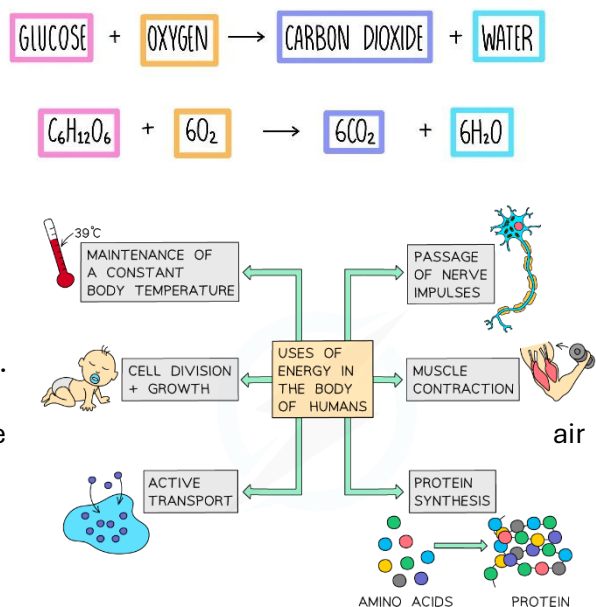
Respiration is the process that releases energy from **glucose** (food) inside every living cell. This energy is then used by the organism to do things like move, grow, keep warm, and stay alive.

It is important to know that respiration is **not** the same as breathing — it happens inside cells, not in the lungs.

Respiration happens in the organelle called the mitochondria.

We get the **glucose** from the food we eat and **oxygen** from the we breathe

The energy that is released is used for many different things.



Videos or other useful links



Revision ideas

Practice writing out the respiration equation

Watch the videos and make notes to support your learning.

Use this code on the independent learning tab on Sparx science

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.

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

Subject Content

2

Redemption and the Life of Jesus

Love that gives new life

"We love because he first loved us."
1 John 4:19

1. The Crucifixion

- Jesus died out of love for us.
- His death brings about redemption (the forgiveness of sins).
- Shows the depth of God's love.

2. The Resurrection

- Three days after the crucifixion, Jesus rises from the dead.
- God restores creation (recreation) – new life and hope.
- Shows that sin and death do not have the final word.

3. The Ascension

- Forty days after the resurrection, Jesus goes up to heaven.
- Jesus returns to the Father.
- He continues to be with us through the Holy Spirit.

4. New Life for Us

- Through Jesus' death and resurrection we are offered salvation – freedom from sin and the promise of eternal life.
- We are called to live new lives as disciples.
- We have hope for the future.

What is Redemption?

Redemption is the action of being saved from sin and its consequences through the suffering, death and resurrection of Jesus.

"By his wounds we are healed."
Isaiah 53:5

What is Salvation?

Salvation is the belief that Christians are set free from sin through the death and resurrection of Jesus, leading to new life with God.

The Eucharist – Living the Redemption

- The Eucharist is another name for the Mass.
- The bread and wine become the Body and Blood of Christ (Transubstantiation).
- The priest re-enacts the events of the Last Supper here.
- The Eucharist unites us with Jesus and gives us strength to live as his disciples.

"This is my body. This is my blood."
Matthew 26:26–28

How It All Connects

- ✓ The crucifixion shows God's love and brings redemption.
- ✓ The resurrection gives new life and hope.
- ✓ The ascension shows Jesus returns to the Father but remains with us.
- ✓ The Eucharist helps us to remember and take part in this saving love.
- ✓ Together, these events offer salvation and give meaning to our lives today.

Living Out the Message

- ✓ Trust in God's love, even in difficult times.
- ✓ Receive the Eucharist and grow closer to Jesus.
- ✓ Live as a disciple, showing love, forgiveness and hope to others.
- ✓ Share the message of new life through your words and actions.

Jesus changes lives – ours too!

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

Videos or other useful links



Revision ideas

Create True/False cards about the Redemption unit and test another pupil in your class.

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 – 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 17	
Day 1	
Subject	English
Paper	Lit Paper 1
Unit	A Christmas Carol
Topic Area	Stave 1 – 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

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 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?

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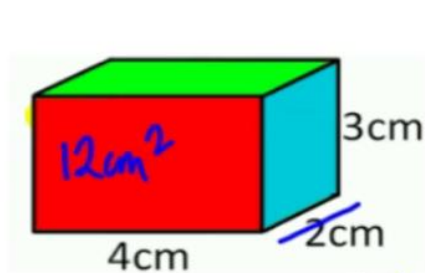
Week 17	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Volume

Subject Content

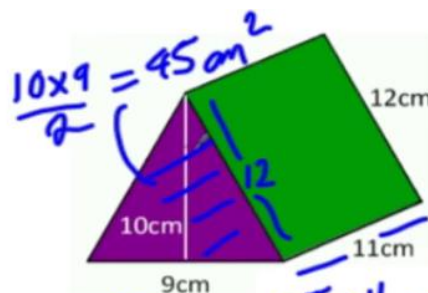
Volume is the amount of space inside a shape,

The units are cubed.

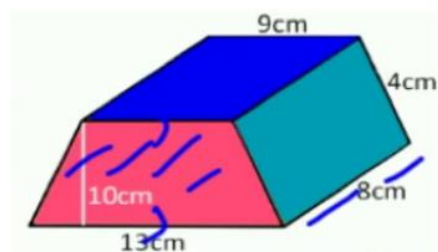
It is found by finding the area of the cross-section x length (given on formula sheet)



$$V = 12 \times 2 = 24 \text{ cm}^3$$

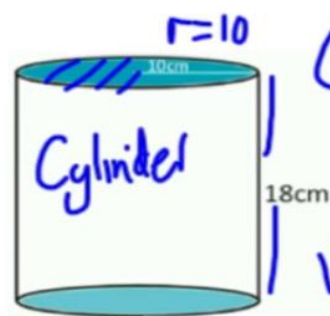


$$\text{Volume } 45 \times 11 = 495 \text{ cm}^3$$



$$\text{Area Trap} = \frac{1}{2} (9 + 13) \times 10 = 110 \text{ cm}^2$$

$$\text{Volume} = 110 \times 8 = 880 \text{ cm}^3$$



$$O = \pi r^2$$

$$= \pi \times 10 \times 10$$

$$= 314.16 \text{ cm}^2$$

$$\text{Volume} = 314.16 \times 18$$

$$V = 5655 \text{ cm}^3$$

[Extend Page](#)

Videos or other useful links



Scan here



Scan here

Revision ideas

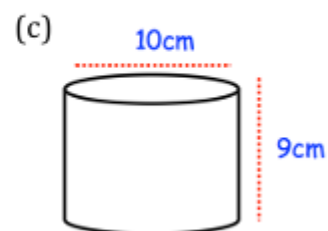
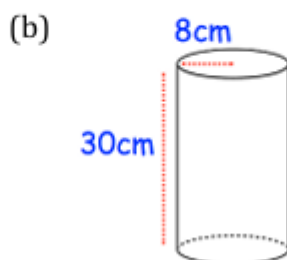
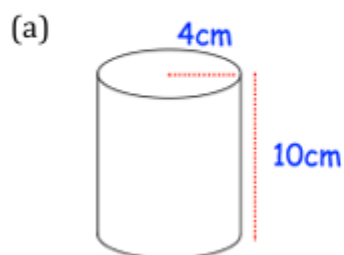
Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

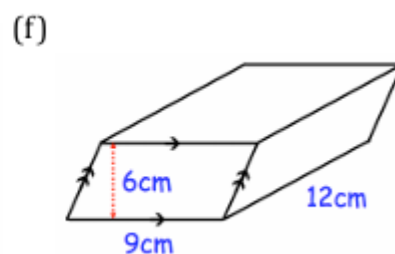
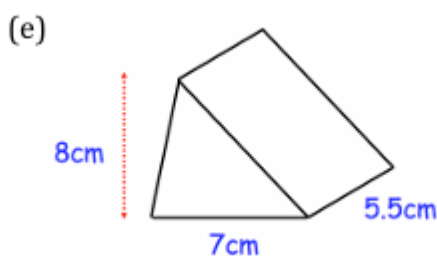
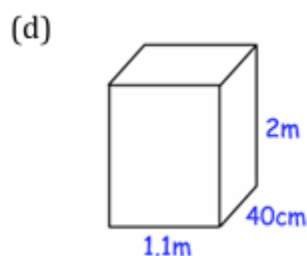
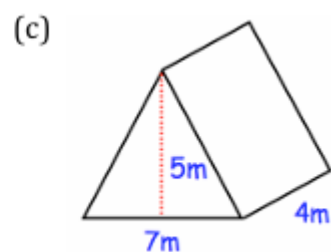
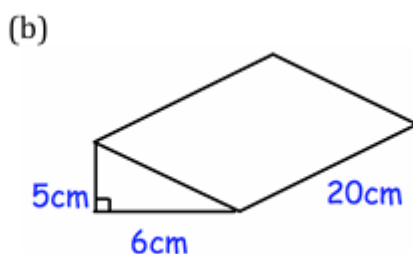
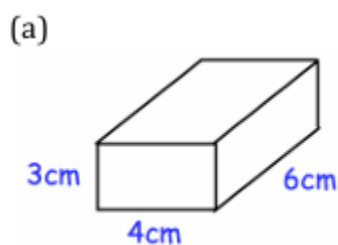
Test yourself regularly to ensure you understand.

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.



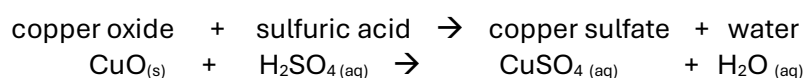
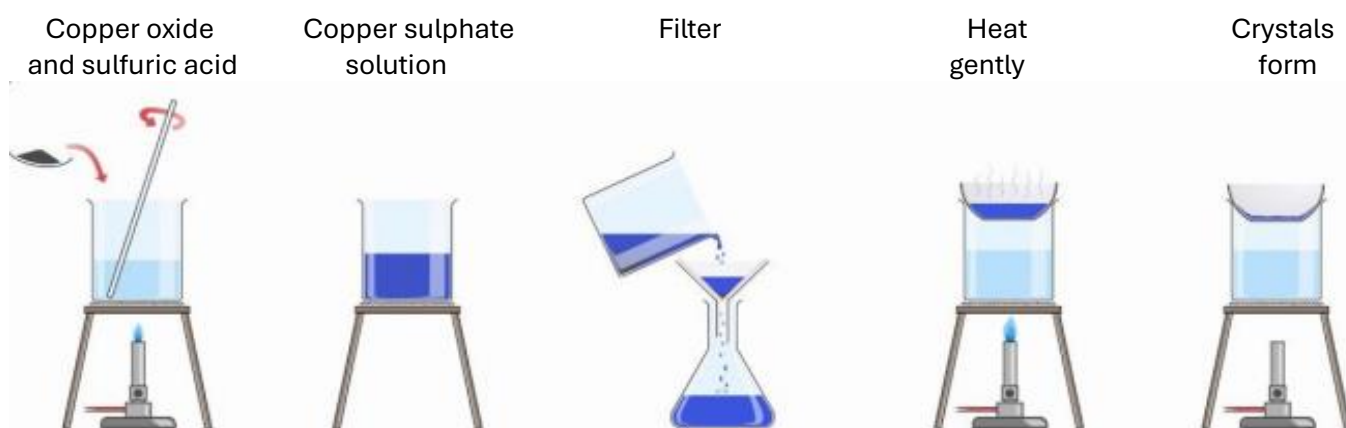
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Week 17	
Day 3	
Subject	Science Chemistry
Paper	Paper 1
Unit	Unit 4 Chemical Changes
Topic Area	Soluble salts

Subject Content

Required Practical - Making soluble salts. Copper sulphate



- Measure 20cm³ of **sulfuric acid** and add to beaker
- Add **copper oxide** (black powder in image above) until it is in excess (this means no more reacts and the solid remains)
- Heat to dissolve so that most of the acid reacts
- Using a filter paper and funnel filter to remove the excess **or** unreacted copper oxide. The solid will remain on the paper
- Place the **copper sulphate solution** in an evaporating basin and place on top of a beaker of water
- Heat gently until crystals appear

Videos or other useful links



Revision ideas

Memorise the method and write out the steps to produce copper sulphate

Complete Sparx quiz R885 and R412

Key Questions

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

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

Subject Content

3 Church Architecture and Design

Spaces that Help Us Worship

*"How lovely is your dwelling place,
Lord of hosts!"
Psalm 84:1*

How were churches designed before the Second Vatican Council?

- Built facing Jerusalem, the city where Jesus died and rose again.
- The Mass was in Latin and said almost in silence by the priest, so the people were not directly involved.
- The altar was against the east wall.
- The priest said the Mass with his back to the people.
- Churches were usually built cruciform (in a cross shape) to remind people of Jesus' sacrifice.



Traditional church design

How are churches designed after 1965?

- More focused on ensuring as many people can join in with the Mass.
- Churches have been built where the main focus is the altar.
- Decorated to encourage people to reflect on the glory of God.
- We have key features such as the lectern, altar, crucifix and the tabernacle.



Key features
in a Catholic Church

The Altar



- Focal point for worship.
 - Sacrificial table reflecting Jesus' sacrifice.
 - The priest re-enacts the Last Supper here – the bread and wine are consecrated (transubstantiation).
- "This is my body.
This is my blood."*

The Lectern



- The reading stand for Bible readings.
- First reading – Old Testament.
- Second reading – New Testament.
- Gospel – Matthew, Mark, Luke or John.
- Christ is truly present when the Word of God is proclaimed.

The Crucifix



- A cross bearing an image of Jesus.
- Reminds us of his suffering and sacrifice.
- Through his death, burial, resurrection and ascension humanity was redeemed.

The Tabernacle



- Contains the Real Presence of Christ.
- Where consecrated hosts are stored.
- The sanctuary lamp is lit to show the Real Presence is within.
- We genuflect towards it out of respect.

"Church architecture helps us to pray, remember and belong."

Videos or other useful links



Revision ideas

Look at past paper exam questions online and see which artefacts/features/design of Church questions have come up and then create similar style questions for ones that are yet to be asked about this section.

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?

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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

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 adjectives *"solitary"* and *"neglected"* to create sympathy for the young Scrooge?
2. What does the description *"a solitary child, neglected by his friends"* 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 *"idol"* in Belle's question, *"What idol has displaced you?"*
6. How does the metaphor of *"a golden one"* suggest that money has become Scrooge's new religion?
7. What does Belle's use of the verb *"displaced"* reveal about the changes in Scrooge's priorities?
8. How does Dickens present the corrupting influence of wealth through the quotation *"a golden one"*?
9. Compare the lonely child in *"a solitary child, neglected by his friends"* 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?

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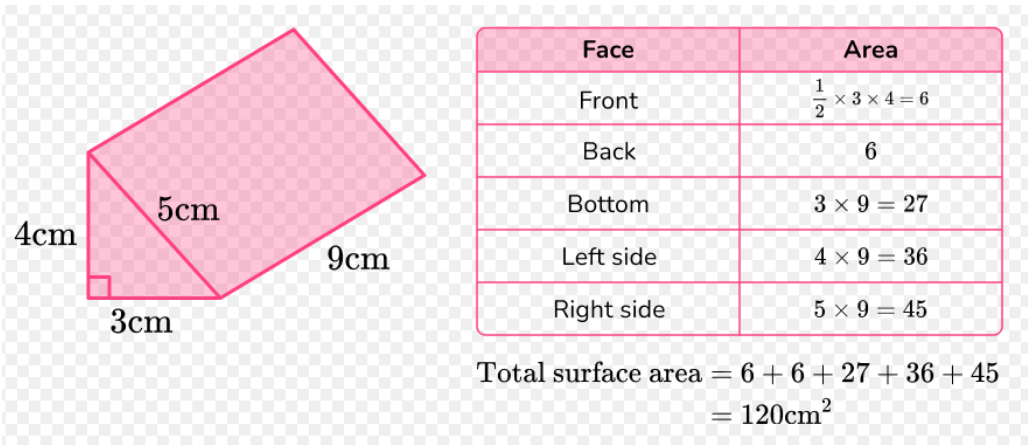
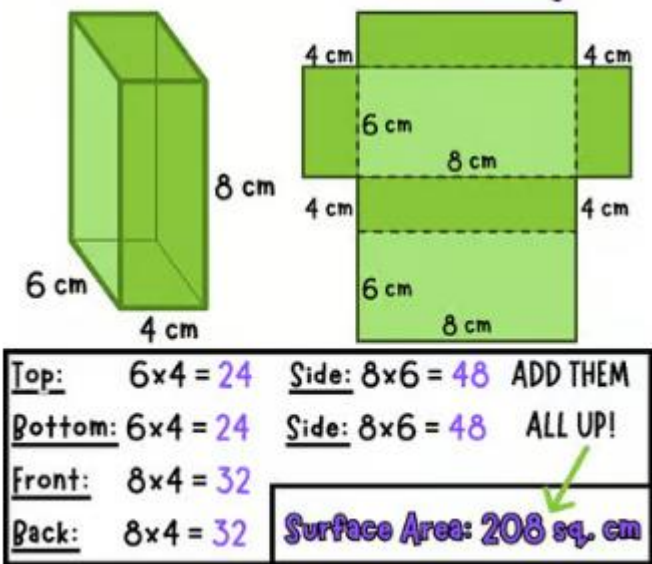
Week 18	
Day 2	
Subject	Maths
Paper	Any (non-calculator or calculator)
Unit	Geometry
Topic Area	Surface area

Subject Content

Surface area is the area of each surface (FACE). Drawing a net may be useful.

SURFACE AREA
of a
RECTANGULAR PRISM

The sum of the areas of the faces on a 3D figure



Videos or other useful links



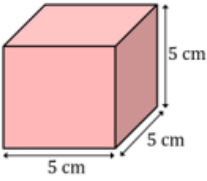
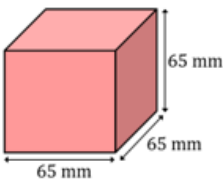
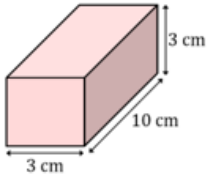
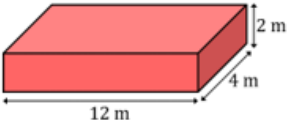
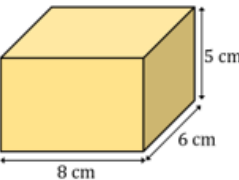
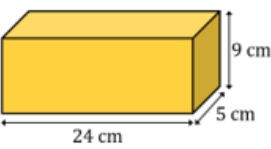
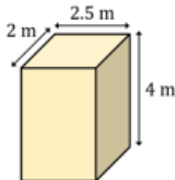
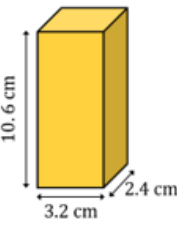
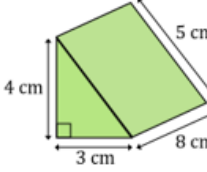
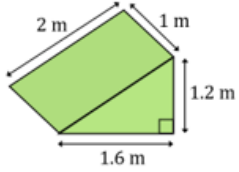
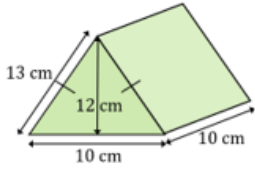
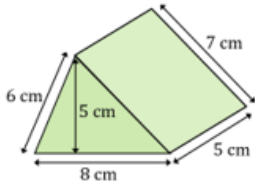
Revision ideas

Draw the nets of all the shapes you know.

Write down the number of

- Faces
- Vertices (corners)
- Edges (sides)

Key Questions

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

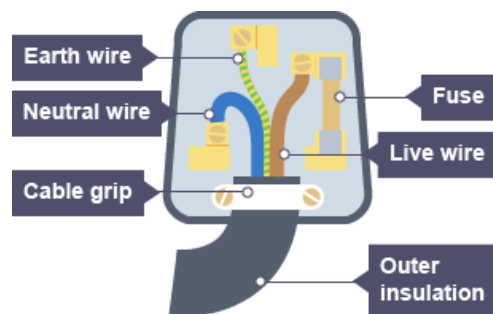
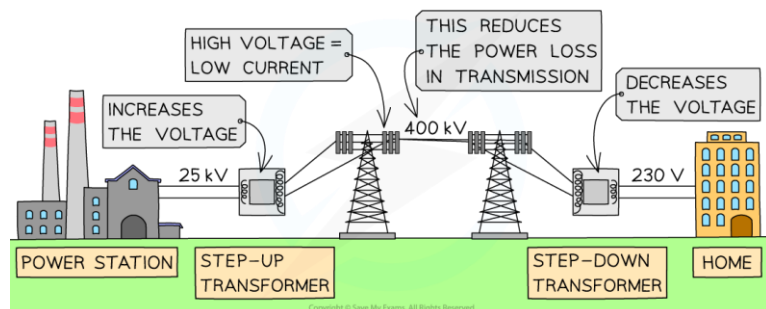
Answers – answers can be found in the parent handbook. Your parents should be able to test you and you get these questions right.

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

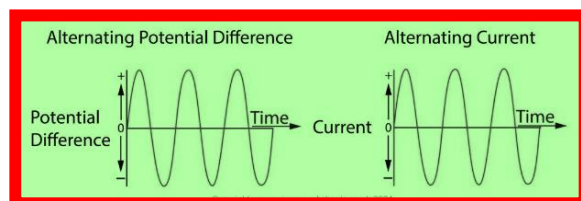
Subject Content

Mains electricity is the name given to the electricity supply that is provided to homes and businesses from power stations into the sockets that are in the walls of homes and businesses. Electricity is transferred via. the **National Grid** from power stations to homes and businesses. The National Grid is a **network of transformers and cables**.



Mains electricity has an **alternating potential difference**. This means that the potential difference continuously changes direction (from positive to negative).

Mains electricity has a **potential difference of 230V** and a **frequency of 50Hz**. A frequency of 50Hz means it changes direction 50 times per second.



Videos or other useful links

- <https://www.youtube.com/watch?v=u3isbsyDtL0>
- <https://www.youtube.com/watch?v=tb8mW-FiexA>
- **Sparx science independent learning codes: R499, R121, R361 and R507.**

Revision ideas

- **Complete the Sparx science independent learning codes listed**
- **Attempt and red pen these exam questions:**

<https://TUXOGOT.examprom.net>



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 – 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 18	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Redemption
Topic Area	Features/Artefacts of a Church different beliefs

Subject Content

4

Contrasting Features and Artefacts

Catholic and Methodist Churches

"We are united in Christ, though we worship in different ways."

The Catholic Church

Altar /



Altar
Sacrificial table reminding us of Jesus' redemptive death – 'Lamb of God'.
The bread and wine change into the Body and Blood of Christ (Transubstantiation).

Cruslix



Crucifix
A figure of Jesus on the cross is prominent to help us reflect on his real suffering. It is through his suffering that we are redeemed (saved from sin and death).

Tabernacle



Tabernacle

- Contains the Real Presence of Christ (consecrated hosts).
- The **sanctuary lamp** is lit.
- We genuflect as a sign of respect.

Methodists

Communion Table



In Methodist churches a table is used instead of an altar.
Bread and wine represent the Body and Blood of Jesus (consubstantiation).

Cross



A cross is used, usually without a figure of Jesus.
Focus is on the resurrection and new life, rather than the suffering.

No tabernacle



Consecrated bread and wine are not kept after the service.
The focus is on the celebration of the supper during the service.

Why do these differences exist?

- Different beliefs about the Eucharist (transubstantiation/consubstantiation).
- Different traditions and histories.
- Both share a belief in Jesus Christ and the importance of Scripture, prayer and worship.

"Different expressions – the same Lord!"



Many forms of worship – one Christian family.

Videos or other useful links



Revision ideas

Visit your local church and draw the layout labelling the artefacts you have learnt about.

Key Questions

1. What is the main purpose of an **altar** in a Catholic church?
2. What is a **communion table**, and how is it used by Methodists?
3. What is **Transubstantiation**, and why is it important to Catholics?
4. What is meant by **Consubstantiation** in the Methodist understanding presented on the revision page?
5. What is the difference between a **crucifix** and a plain **cross**?
6. Why do Catholics place particular importance on images and symbols in their churches?
7. Why might Methodist churches have a **simpler design** than Catholic churches?
8. What is the difference between Catholic and Methodist approaches to **worship**?
9. What is **mission**, and how does the Church carry out its mission?
10. What is **evangelism**, and how can Christians share the Good News through both **words and actions**?

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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

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 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?

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

Subject Content

Use Inverse operations and show full working

Balancing method

$$\begin{array}{rcl}
 8a - 5 & = & 11 \\
 +5 & +5 & \\
 8a & = & 16 \\
 \div 8 & \div 8 & \\
 a & = & 2
 \end{array}$$

Balancing method

$$\begin{array}{rcl}
 10 + 6y & = & 34 \\
 -10 & -10 & \\
 6y & = & 24 \\
 \div 6 & \div 6 & \\
 y & = & 4
 \end{array}$$

Balancing method

$$\begin{array}{rcl}
 \frac{x}{12} - 5 & = & 4 \\
 +5 & +5 & \\
 \frac{x}{12} & = & 9 \\
 \times 12 & \times 12 & \\
 x & = & 108
 \end{array}$$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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) $\frac{1}{3}x - 2 = -6$

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Week 19

Day 3

Subject	Science
Paper	Biology Paper 1
Unit	Unit 2 Organisation
Topic Area	Principles of Organisation

Subject Content

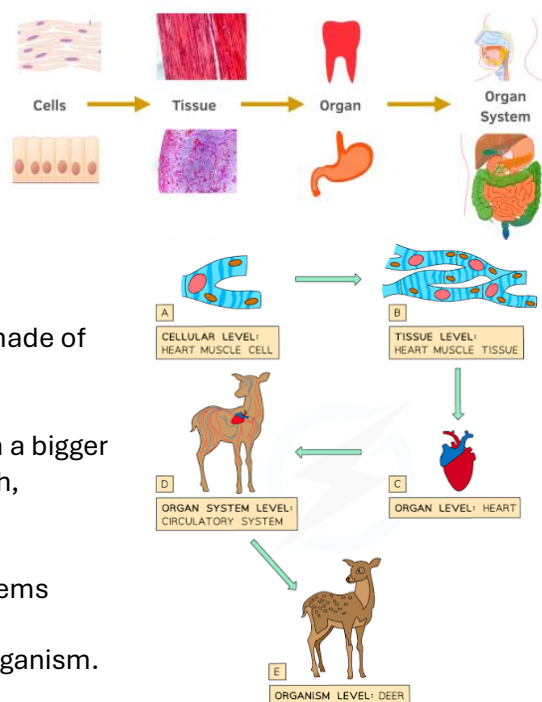
Cells are the smallest building blocks of living things. Examples include a muscle cell or a nerve cell.

Tissues are groups of similar cells working together to do one job. For example, muscle tissue is made of many muscle cells that contract together.

Organs are made of different tissues working together to carry out a particular function. For example, the stomach is an organ made of muscle tissue, glandular tissue, and other tissues.

Organ systems are groups of organs working together to perform a bigger function. For example, the digestive system includes the stomach, intestines, pancreas, and liver.

Organism is the whole living thing, made when all the organ systems work together — for example, a human being. So, the full order is: cells → tissues → organs → organ systems → organism.



Videos or other useful links



Revision ideas

A card sort or ordering activity works really well. Write each level (cell, tissue, organ, organ system, organism) on separate cards, along with an example of each (e.g. muscle cell, muscle tissue, stomach, digestive system, human). Shuffle them and put them back in the correct order from smallest to largest, then match each example to the right level. Doing this a few times helps the sequence stick.

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?

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Week 19	
Day 4	
Subject	RE
Paper	Catholic Christianity
Unit	Church and Kingdom
Topic Area	The Church

Subject Content

1

Church and Kingdom

The Church – God’s people in the world

“You are Peter, and on this rock I will build my Church.”
Matthew 16:18

Know Understand Apply Succeed!

What is the Church?

- The Church is the people of God – all those who follow Jesus.
- It is both a local community and a global community.
- Founded by Jesus and built on the apostles, with Peter as the first Pope.
- The Church continues Christ’s mission in the world today.
- We are called to live as one family, showing God’s love to everyone.

“Go and make disciples of all nations.”
Matthew 28:19

*One Church
Many People
One Mission*

The Four Marks of the Church

The Church is one, holy, catholic and apostolic.

One

- We are united in faith and share the same beliefs.
- We are one family, worldwide.

Holy

- The Church helps us to grow in holiness.
- Through the sacraments we are given grace to live a good life.

Catholic

- The Church is for everyone, everywhere.
- It is a universal Church, beyond all cultures and nations.

Apostolic

- Built on the teaching of the apostles.
- Led by the Pope and bishops in succession from the apostles.

A community of faith, hope and love

Apostolic Succession

- The authority and power of Peter and the apostles is passed on to the next generations of popes and bishops.
- Ensures the Church remains faithful to the teaching of Jesus.
- Seen in the laying on of hands at ordination.
- The Pope is the successor of St Peter.

“As the Father has sent me, so I send you.”
John 20:21

A living tradition

The Magisterium

- The teaching authority of the Church (the Pope and bishops).
- Helps the Church to understand and apply the teachings of Jesus.
- Guides Catholics on matters of faith and morals.
- Teaches through Scripture, Tradition, the sacraments and reason.
- Helps the Church to respond to new challenges in the modern world.

“Your word is a lamp for my feet, a light for my path.”
Psalm 119:105

Guided by Scripture, Tradition and Reason

Key Message

- ✓ The Church is the people of God, called to follow Jesus and build his Kingdom.
- ✓ It is one, holy, catholic and apostolic, guided by the Magisterium and apostolic succession.
- ✓ We are all part of the Church’s mission to bring God’s love to the world today.
- ✓ The Church gives us the sacraments, teaching and support to live as disciples.

The Church today – a brighter tomorrow

Videos or other useful links



Revision ideas

Create your own exam style questions for this section of the unit.

1. Multiple choice 1mark
2. Two examples/reasons style question 2 marks
3. Explain two... 4 marks
4. Explain two (remember need a source of authority) 5 marks
5. Statement based question 12 marks

Key Questions

1. What is meant by the term *Church*?
2. Give two beliefs about what the Church is.
3. What are the *Four Marks of the Church*?
4. Explain what it means to say that the Church is *One*.
5. Explain what it means to say that the Church is *Holy*.
6. What does it mean to say that the Church is *Catholic*?
7. What does it mean to say that the Church is *Apostolic*?
8. What is *Apostolic Succession* and why is it important to the Catholic Church?
9. What is the *Magisterium*? Explain how it helps guide Catholics today.

"The Magisterium is essential for Catholics." Give reasons for and against this statement.

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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

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

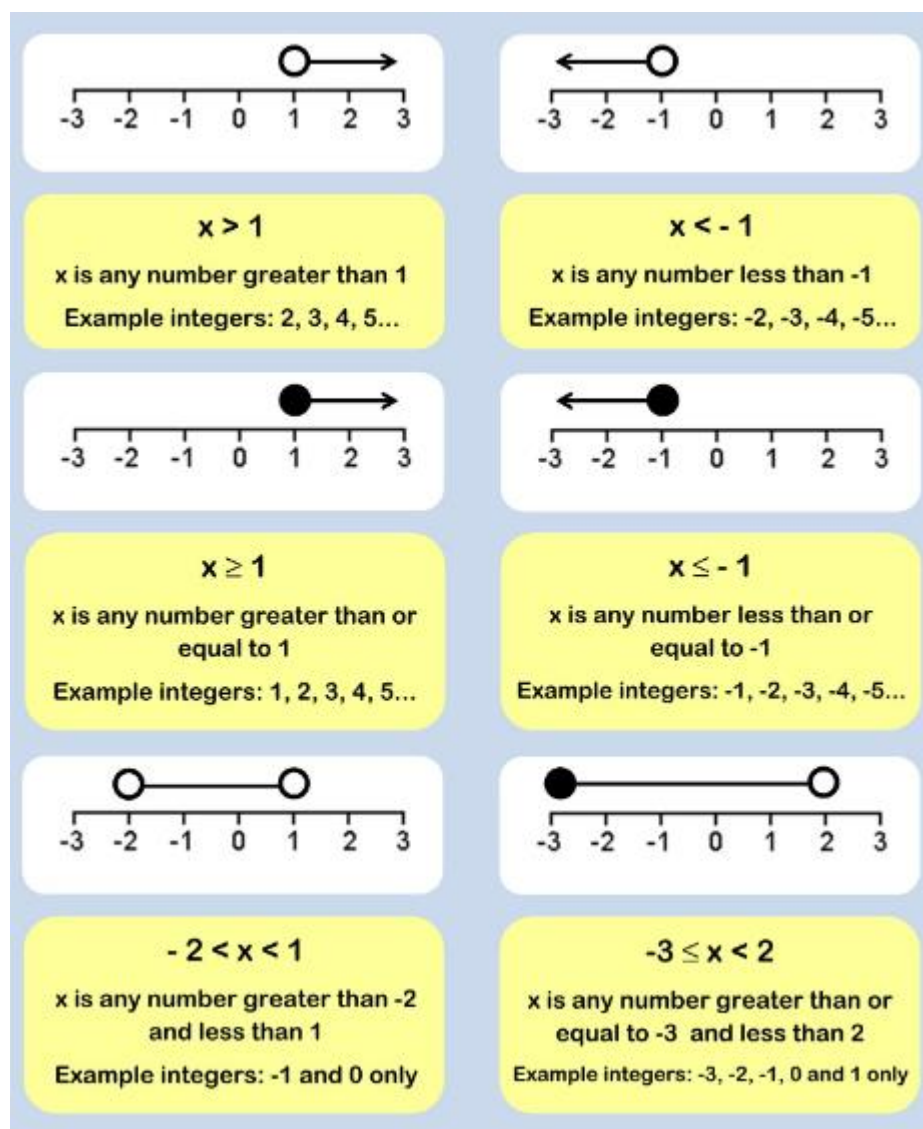
1. How does Dickens use the verb "*honour*" to show Scrooge's transformation by the end of the novella?
2. What does the phrase "*in my heart*" suggest about the depth of Scrooge's change?
3. How does this quotation contrast with Scrooge's attitude towards Christmas in Stave 1?
4. Why is the word "*heart*" 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?

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

Subject Content



Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

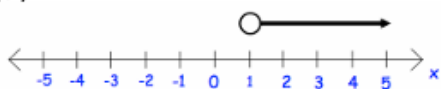
- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

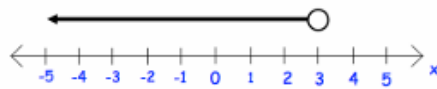
Key Questions

Write down the inequalities

(a)



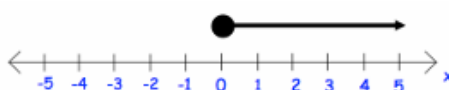
(b)



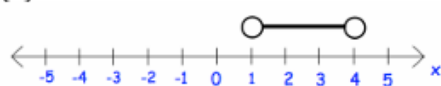
(c)



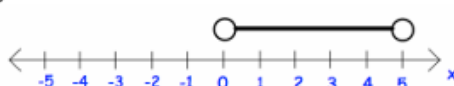
(d)



(a)



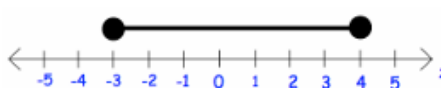
(b)



(c)



(d)



Write the following on the number lines.

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

Subject Content

Ionic substances contain charged particles - ions. CuCl_2 contains copper ions Cu^{2+} and chloride ions Cl^- . **Electrolysis** is the process by which ionic substances are broken down/ separated using electricity.

Electrode: a rod of metal or graphite that conducts electricity. There will be a negative electrode and a positive one.

Electrolyte: ionic compound in molten form or dissolved solution that conducts the electricity. The ions need to be able to move.

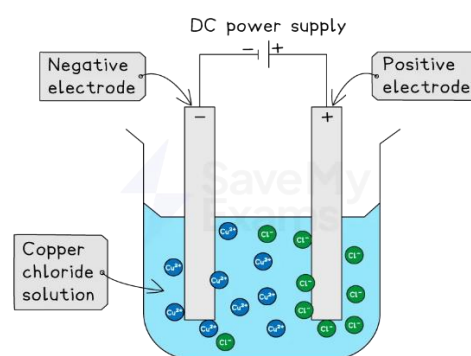
The **ions** will be attracted to the oppositely charged electrode.

The positively charged copper ions Cu^{2+} will be attracted to the negative electrode.

The ions become discharged to form copper atoms. Copper metal will deposit at the negative electrode.

The negatively charged chloride ions Cl^- will be attracted to the positive electrode.

The chloride ions become discharged to form chlorine atoms and then molecules. Chlorine gas forms e.g Cl_2



Videos or other useful links



Revision ideas

Draw a diagram to show the equipment and electrolyte of copper bromide.

Label the power pack, positive and negative electrodes.

Show the ions near the electrode they are attracted to.

Sparx quiz – R671

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?

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

Subject Content

2

The Kingdom of God

Living God's dream for a better world

"Your Kingdom come, your will be done, on earth as it is in heaven."
Matthew 6:10

Know Understand Apply Succeed!

What is the Kingdom of God?

- The Kingdom of God is God's dream for a world of love, justice and peace.
- It is already present in the world but is not yet complete.
- Jesus' life, death and resurrection show what the Kingdom is like.
- We are called to help build the Kingdom through our words, actions and example.

"The Kingdom of God is among you."
Luke 17:21

A kingdom of love, justice and peace

The Lord's Prayer – A Prayer for God's Kingdom

- The Lord's Prayer helps us to understand what the Kingdom of God is like.
- We pray for God's Kingdom to come and for His will to be done on earth.
- It shows our trust in God and our commitment to build a better world.

"Your Kingdom come, your will be done, on earth as it is in heaven."
Matthew 6:10

Pray Believe Act

Values of the Kingdom

Justice

- Fairness in the way people are treated.
- Standing up for the poor and vulnerable.

Peace

- Working for a world without violence.
- Building positive relationships.

Reconciliation

- Bringing people back to a good relationship with God and with one another.
- Forgiveness and healing.

"Blessed are the peacemakers, for they will be called children of God."
Matthew 5:9

A fairer, more peaceful world

Building the Kingdom Today

- We build the Kingdom through our choices and actions.
- We can live the values of Jesus in our daily lives.
- This includes caring for the poor, protecting creation and working for peace and justice.
- Catholic organisations such as CAFOD help build the Kingdom by working for a fairer world.

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

CAFOD
Catholic Agency for Overseas Development

A better world needs all of us

Key Message

- ✓ The Kingdom of God is a world of love, justice, peace and reconciliation.
- ✓ It begins now, but will be made complete when Jesus returns.
- ✓ We are called to help build the Kingdom through prayer, action and living the values of the Gospel.
- ✓ Together we can make a difference and work for a better, fairer world.

God's Kingdom – a brighter tomorrow

Videos or other useful links



Revision ideas

Design a logo for the three kingdom values to help you remember them. Add modern day examples to the logo.

justice, peace or reconciliation

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 – 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	Any (non-calculator or calculator)
Unit	Algebra
Topic Area	Solving Quadratics

Subject Content

Solving by factorising



1. Think of 2 numbers that add to make the coefficient of x and multiply to make the constant term

2. These two numbers are written inside the brackets added to x

3. The solutions are the values of x that make each bracket equal zero

$$\begin{array}{c}
 \text{Add} \quad \text{Multiply} \\
 x^2 + 4x + 3 = 0 \\
 \text{Find two numbers that add to make 4 and multiply to make 3} \\
 \text{The numbers are 3 and 1} \\
 \downarrow \quad \downarrow \\
 (x + 3)(x + 1) = 0 \\
 \downarrow \quad \downarrow \\
 x + 3 = 0 \quad x + 1 = 0 \\
 \downarrow \quad \downarrow \\
 x = -3 \quad x = -1
 \end{array}$$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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

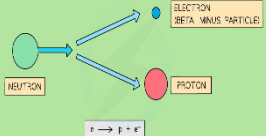
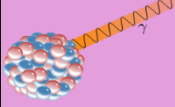
(i) $x^2 - x - 56 = 0$

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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	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

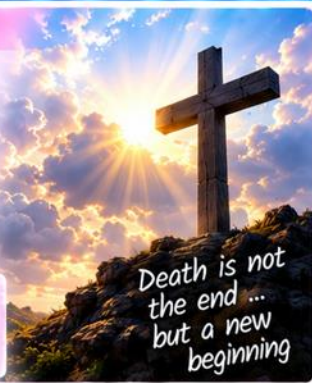
"I have come that they may have life, and have it to the full."
John 10:10

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

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?

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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	Any (non-calculator and calculator)
Unit	Algebra
Topic Area	Laws of indices

Subject Content

Rules of Indices

For $a \neq 0, b \neq 0$

Rule	Example
$a^x \times a^y = a^{x+y}$	$a^3 \times a^2 = a^{3+2} = a^5$
$a^x \div a^y = a^{x-y}$	$a^6 \div a^2 = a^{6-2} = a^4$
$(a^x)^y = a^{xy}$	$(a^2)^3 = a^{2 \times 3} = a^6$
$a^0 = 1$	$a^0 = 1$
$a^{-x} = \frac{1}{a^x}$	$a^{-5} = \frac{1}{a^5}$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

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

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

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

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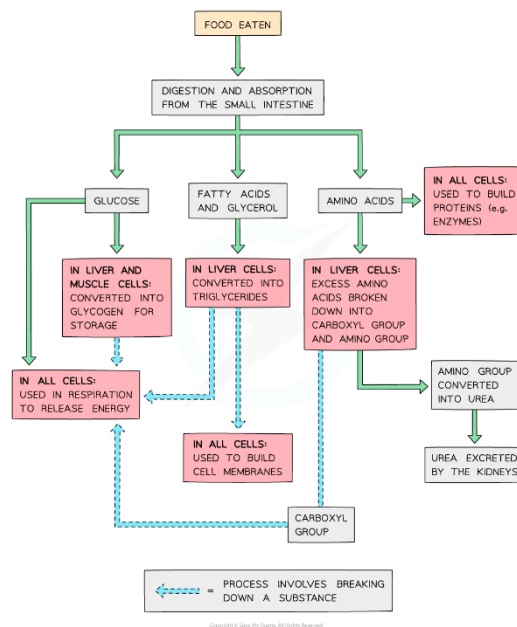
Week 22	
Day 3	
Subject	Science
Paper	Biology Paper 1
Unit	Unit 4 Bioenergetics
Topic Area	Metabolism

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

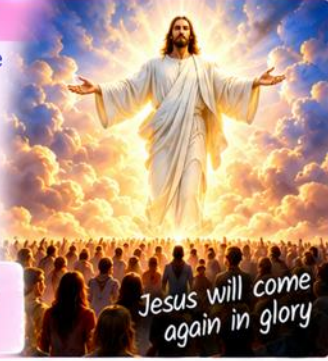
“I go to prepare a place for you, so that where I am you may be also.”
John 14:2

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.

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.

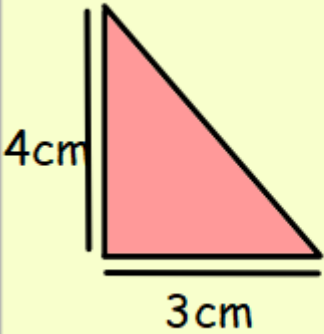
Week 23	
Day 2	
Subject	Maths
Paper	Likely calculator
Unit	Geometry
Topic Area	Pythagoras Theorem

Subject Content

Pythagoras is on the formula page

When you are trying to find the longest side - ADD

Find the missing side



$$4^2 + 3^2 = c^2$$

$$16 + 9 = c^2$$

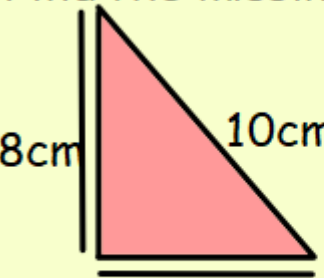
$$25 = c^2$$

$$c = \sqrt{25}$$

$$c = 5\text{cm}$$

When finding the shorter side – SUBTRACT

Find the missing side



$$10^2 - 8^2 = a^2$$

$$100 - 64 = a^2$$

$$a^2 = 36$$

$$a = \sqrt{36}$$

$$a = 6\text{cm}$$

Videos or other useful links



Scan here

Revision ideas

Make revision flash cards using the example above.

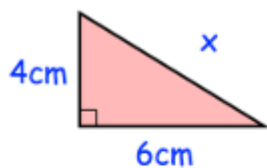
- Question on one side
- Answer on the other.

Test yourself regularly to ensure you understand.

Key Questions

Find the missing sides

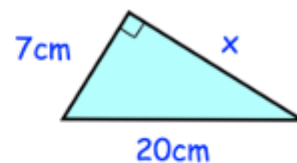
(a)



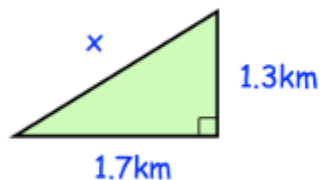
(b)



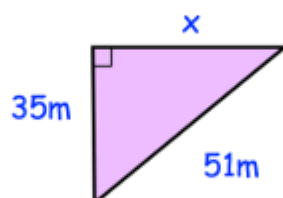
(c)



(d)



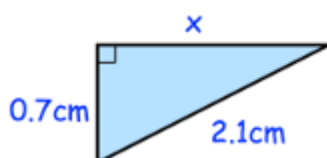
(e)



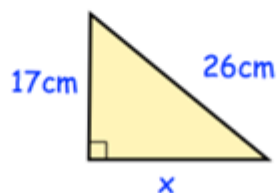
(f)



(g)



(h)



(i)



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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



A sign of hope and new life

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

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 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?

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 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

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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
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"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 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

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Week 26	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

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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

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'
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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

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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?

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Week 27	
Day 2	
Subject	English
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

Revision ideas

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Week 27	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

Videos or other useful links

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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'		

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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

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Week 28	
Day 3	
Subject	Science
Paper	
Unit	
Topic Area	

Subject Content

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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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