

Year 11 Homework Book
Autumn Term
2026-27

Name: _____

Tutor Group: _____



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INSTRUCTIONS

What homework do I have as a Year 11 student?

Year 11 students should spend a **total of 60 minutes** each evening on revision and retrieval activities. See TT below

What is a homework book and how will it help me?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject.

Do I have to bring my homework book every day?

Yes - bring your H/W book and H/W exercise book to every lesson, every day.

Who will check my homework?

Your subject teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	English	Maths 60 minutes of Sparx maths	Science 60 minutes of Sparx Science	Option A Option B Option C RE	Option A Option B Option C RE

Subject homework guidance

Each subject will set homework at least once but no more than twice a fortnight.

Classroom teachers will identify the lessons in which they are setting and collecting homework.

Along with being told in lesson, **all homework tasks will be set on google classroom** and include:

- details of the task,
- purpose,
- suggested time length and
- when the task is due

English Homework

Autumn Term	
Weeks 1-2: A Christmas Carol	
What was the Industrial Revolution?	The Industrial Revolution was a period of major change when new machines, factories, and technology transformed industry, work, and daily life.
What was the New Poor Law, 1834?	The New Poor Law of 1834 was a law in Britain that set up workhouses and aimed to reduce the cost of helping the poor by making conditions tougher.
What was Malthusianism?	Malthusianism is the idea, proposed by Thomas Malthus, that population grows faster than food supply, leading to poverty and famine.
Who was on the throne when A Christmas Carol was written?	Queen Victoria
How can class be described during Victorian England?	Class in Victorian England was divided into rich, middle, and poor groups with different lifestyles and opportunities.
Where is A Christmas Carol set?	Victorian London

Task 1: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 1 - In this extract the reader is introduced to the character of Ebenezer Scrooge.



Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp

as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

1. Identify a method that is used in this quote: "Hard and sharp as flint"
2. How does the writer present Scrooge as an unpleasant person in this quote?
3. Identify a method that is used in this quote: "solitary as an oyster"
4. How does the writer show that Scrooge is isolated from other people in this quote?
5. Identify a method that is used in this quote: "a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!"
6. How does the writer emphasise Scrooge's greed in this quote?

English Homework

Autumn Term	
Weeks 3-4: Macbeth	
Who was the monarch when Macbeth was written?	James I
What was the Gunpowder Plot?	The Gunpowder Plot was a failed plan in 1605 by a group of people to blow up the English Parliament and kill the king.
What was the Great Chain of Being?	The Great Chain of Being was the idea that everything in the world is ranked in a strict order, from God and angels down to plants and animals.
What was the Divine Right of Kings?	This was the belief that the power of monarchs was given directly by God,. Any opposition to the King was an attack on God himself.
What is kingship?	Kingship is the role or authority of a king to rule and lead a country or people.
What did people believe about witchcraft in Jacobean England?	In Jacobean England, people believed witchcraft was real and that witches could use magic to harm others or cause bad events.

Task 2: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

Macbeth Act 1 Scene 2- In this extract the audience hears about the bravery of Macbeth whilst on the battlefield.



CAPTAIN: Doubtful it stood,
 As two spent swimmers that do cling together
 And choke their art. The merciless Macdonwald
 (Worthy to be a rebel, for to that
 The multiplying villainies of nature
 Do swarm upon him) from the Western Isles
 Of kerns and gallowglasses is supplied;
 And Fortune, on his damnèd quarrel smiling,
 Showed like a rebel's whore. But all's too weak;
 For brave Macbeth (well he deserves that name),
 Disdaining Fortune, with his brandished steel,
 Which smoked with bloody execution,
 Like Valor's minion, carved out his passage
 Till he faced the slave;
 Which ne'er shook hands, nor bade farewell to him,
 Till he unseamed him from the nave to th' chops,
 And fixed his head upon our battlements.

1. Identify a method that is used in this quote: *"For brave Macbeth (well he deserves that name)."*
2. How does the writer present Macbeth as a heroic character in this extract?
3. Identify a method that is used in this quote: *"Which smoked with bloody execution."*
4. How does the writer present Macbeth's violence in this quote?
5. Identify a method that is used in this quote: *"Like Valor's minion, carved out his passage."*
6. How does the writer present Macbeth's bravery and determination in battle?
7. How does this extract create audience admiration for Macbeth before his tragic downfall?

English Homework

Autumn Term	
Weeks 5-6: A Christmas Carol	
What is remorse?	Deep regret or guilt for a wrong committed.
What is avarice?	Excessive or insatiable desire for wealth or gain.
What is opulence?	Great wealth or luxuriousness.
What is penitence?	The action of feeling or showing sorrow and regret for having done wrong; repentance.
What does parsimonious mean?	To be unwilling to spend money or use resources.
What does malevolent mean?	Having or showing a wish to do evil to others.
What does beneficent mean?	To be generous, selfless.

Task 3: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).



A Christmas Carol Stave 1-In this extract we see Scrooge talking with the charity collectors.

"Are there no prisons?" asked Scrooge.
"Plenty of prisons," said the gentleman, laying down the pen again.
"And the Union workhouses?" demanded Scrooge. "Are they still in operation?"
"They are. Still," returned the gentleman, "I wish I could say they were not."
"The Treadmill and the Poor Law are in full vigour, then?" said Scrooge.
"Both very busy, sir."
"Oh! I was afraid, from what you said at first, that something had occurred to stop them in their useful course," said Scrooge. "I'm very glad to hear it."
"Under the impression that they scarcely furnish Christian cheer of mind or body to the multitude," returned the gentleman, "a few of us are endeavouring to raise a fund to buy the Poor some meat and drink and means of warmth. We choose this time, because it is a time, of all others, when Want is keenly felt, and Abundance rejoices. What shall I put you down for?"
"Nothing!" Scrooge replied.
"You wish to be anonymous?"
"I wish to be left alone," said Scrooge. "Since you ask me what I wish, gentlemen, that is my answer. I don't make merry myself at Christmas and I can't afford to make idle people merry. I help to support the establishments I have mentioned -- they cost enough; and those who are badly off must go there."
"Many can't go there; and many would rather die."
"If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population. Besides -- excuse me -- I don't know that."

1. Identify a method that is used in this quote: "Are there no prisons?"
2. How does the writer present Scrooge's attitude towards poor people in this quote?
3. Identify a method that is used in this quote: "I don't make merry myself at Christmas and I can't afford to make idle people merry."
4. How does the writer present Scrooge's attitude towards Christmas and charity in this quote?
5. How does this moment link to the ideas of Thomas Malthus?

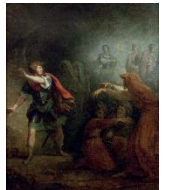
English Homework

Autumn Term	
Weeks 7-9: Macbeth	
What does deceitful mean?	To be Intentionally untruthful.
What does malevolent mean?	Wishing to do evil to others.
What does heinous mean?	To be utterly wicked.
What is regicide?	The action of killing a king.
What does duplicitous mean?	To be deceitful.
What does it mean to usurp?	To take a position of power or importance illegally or by force.
What is hubris?	Excessive pride or self-confidence.
What does it mean to be merciless?	Cruel and showing no sympathy.

Task 4: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

Macbeth Act 1 Scene 4-In this extract the audience meets Lady Macbeth for the first time and sees how she responds to Macbeth's news.



LADY MACBETH: Give him tending.
He brings great news. (*Messenger exits.*)
The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty. Make thick my blood.
Stop up th' access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
Th' effect and it. Come to my woman's breasts
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunkest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark
To cry "Hold, hold!"

1. Identify a method that is used in this quote: *"Come, you spirits / That tend on mortal thoughts, unsex me here."*
2. How does the writer present Lady Macbeth's desire to reject her femininity in this quote?
3. Identify a method that is used in this quote: *"Fill me from the crown to the toe top-full / Of direst cruelty."*
4. How does the writer present Lady Macbeth's ambition and determination in this quote?
5. Identify a method that is used in this quote: *"Come, thick night, / And pall thee in the dunkest smoke of hell."*
6. How does the writer use imagery to create a dark and evil atmosphere?
7. How does this extract foreshadow the consequences of Duncan's murder later in the play?

English Homework

Autumn Term	
Weeks 9-10: A Christmas Carol	
Who is Scrooge?	Scrooge is the main character in A Christmas Carol, known at first for being mean and greedy but later changes to become kind and generous.
Who is Marley?	Scrooge's deceased business partner, who appears as a ghost, warning Scrooge to change his ways.
Who is Bob Cratchit?	Scrooge's hard-working and underpaid clerk.
Who is Fred?	Fred is Scrooge's cheerful and kind-hearted nephew in A Christmas Carol who believes in the spirit of Christmas.
Who is Fezziwig?	Scrooge's generous former employer.
Who is Belle?	Scrooge's former fiancé, who breaks off their engagement because he values money more than their relationship.

Task 5: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 2- In this extract the reader is introduced to the Ghost of Christmas Past.



It was a strange figure—like a child: yet not so like a child as like an old man, viewed through some supernatural medium, which gave him the appearance of having receded from the view, and being diminished to a child's proportions. Its hair, which hung about its neck and down its back, was white as if with age; and yet the face had not a wrinkle in it, and the tenderest bloom was on the skin. The arms were very long and muscular; the hands the same, as if its hold were of uncommon strength. Its legs and feet, most delicately formed, were, like those upper members, bare. It wore a tunic of the purest white; and round its waist was bound a lustrous belt, the sheen of which was beautiful. It held a branch of fresh green holly in its hand; and, in singular contradiction of that wintry emblem, had its dress trimmed with summer flowers. But the strangest thing about it was, that from the crown of its head there sprang a bright clear jet of light, by which all this was visible; and which was doubtless the occasion of its using, in its duller moments, a great extinguisher for a cap, which it now held under its arm.

Even this, though, when Scrooge looked at it with increasing steadiness, was not its strangest quality. For as its belt sparkled and glittered now in one part and now in another, and what was light one instant, at another time was dark, so the figure itself fluctuated in its distinctness: being now a thing with one arm, now with one leg, now with twenty legs, now a pair of legs without a head, now a head without a body: of which dissolving parts, no outline would be visible in the dense gloom wherein they melted away. And in the very wonder of this, it would be itself again; distinct and clear as ever.

1. Identify a method that is used in this quote: *"like a child: yet not so like a child as like an old man"*
2. How does the writer present the Ghost as mysterious and unusual in this quote?
3. Identify a method that is used in this quote: *"from the crown of its head there sprang a bright clear jet of light"*
4. How does the writer use light imagery to present the Ghost's character and purpose?
5. How does Dickens use the motif of light in this extract?

English Homework

Autumn Term	
Weeks 11-12: Macbeth	
Who are The Witches?	The witches are mysterious characters in Macbeth who use magic to predict the future and influence Macbeth's actions.
Who is Macbeth?	Macbeth is a Scottish nobleman and the main character in Macbeth who becomes king after committing regicide but struggles with guilt and ambition.
Who is Lady Macbeth?	Lady Macbeth is Macbeth's wife who is ambitious and pushes him to kill the king to gain power.
Who is Duncan?	King Duncan is the kind and good king of Scotland who is murdered by Macbeth.
Who is Banquo?	Banquo is Macbeth's friend and fellow nobleman who is loyal but becomes a threat to Macbeth's power.
Who is Macduff?	Macduff is a Scottish nobleman who opposes Macbeth and helps bring about his downfall.
Who is Malcolm?	Malcolm is King Duncan's son and heir who fights to reclaim the throne from Macbeth.

Task 6: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).



Macbeth Act 2 Scene 2-In this extract Macbeth has just murdered Duncan.

MACBETH: One cried "God bless us" and "Amen" the other,
As they had seen me with these hangman's hands,
List'ning their fear. I could not say "Amen"
When they did say "God bless us."

LADY MACBETH: Consider it not so deeply.

MACBETH: But wherefore could not I pronounce "Amen"?
I had most need of blessing, and "Amen"
Stuck in my throat.

LADY MACBETH: These deeds must not be thought
After these ways; so, it will make us mad.

MACBETH: Methought I heard a voice cry "Sleep no more!
Macbeth does murder sleep"—the innocent sleep,
Sleep that knits up the raveled sleeve of care,
The death of each day's life, sore labor's bath,
Balm of hurt minds, great nature's second course,
Chief nourisher in life's feast.

LADY MACBETH: What do you mean?

MACBETH: Still it cried "Sleep no more!" to all the house.
"Glamis hath murdered sleep, and therefore Cawdor
Shall sleep no more. Macbeth shall sleep no more."

1. Identify a method that is used in this quote: "I could not say 'Amen'."
2. How does the writer present Macbeth's relationship with God and religion after Duncan's murder?
3. Identify a method that is used in this quote: "These deeds must not be thought / After these ways; so, it will make us mad."
4. How does the writer present Lady Macbeth's attitude towards guilt and conscience?
5. Identify a method that is used in this quote: "'Sleep no more! / Macbeth does murder sleep.'"
6. How does the writer use symbolism to present the consequences of Duncan's murder?

English Homework

Autumn Term

Weeks 13-14: A Christmas Carol-Key Themes

What is an allegory?	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
What does it mean to be avaricious?	Having or shown an extreme greed for wealth or material gain.
What does benevolence mean?	The quality of being well meaning; kindness.
What is a Bildungsroman?	A novel dealing with one person's formative years or spiritual education.
What does morality mean?	Awareness of the principles of right and wrong conduct.

Task 7: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).



A Christmas Carol Stave 4- In this extract the reader is introduced to the Ghost of Christmas Yet to Come.

THE Phantom slowly, gravely, silently, approached. When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery.

It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded.

He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.

1. Identify a method that is used in this quote: "*scatter gloom and mystery*"
2. How does the writer create a mysterious atmosphere in this quote?
3. Identify a method that is used in this quote: "*shrouded in a deep black garment*"
4. How does the writer present the Phantom as frightening and supernatural in this quote?
5. Identify a method that is used in this quote: "*slowly, gravely, silently*"
6. How does the writer use language and structure to build tension as the Phantom approaches?

English Homework

Autumn Term

Week 15: Macbeth-Key Themes

How is ambition shown in the play?	The witches' prophecies spur Macbeth and Lady Macbeth to fulfil their ambitions, but they never make them do anything.
How are fate and free will shown in the play?	What made it all happen? Fate? The witches? Macbeth's free will?
How are good and evil shown in the play?	Good and evil are shown through contrasts in the play. Evil is illustrated by the witches, Macbeth, Lady Macbeth, the assassins & traitors. Good is shown by Duncan, Malcolm, Banquo, Macduff, Lady Macduff.
How is the supernatural shown in the play?	This is shown through the witches & LM calling upon the spirits
How is appearance Vs. reality shown in the play?	M and LM look innocent but are plotting behind people's backs. As well as this, the witches cannot be trusted.
How is light and darkness shown in the play?	Light links to good, life and God. Darkness links to evil and foreboding.
How is guilt presented in the play?	Guilt is shown through M (internal conflict) and LM's blood imagery.

Task 8: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

Macbeth Act 3 Scene 1-In this extract Macbeth is speaking about his paranoia regarding Banquo.



Macbeth: To be thus is nothing,
But to be safely thus. Our fears in Banquo
Stick deep, and in his royalty of nature
Reigns that which would be feared. 'Tis much he dares,
And to that dauntless temper of his mind
He hath a wisdom that doth guide his valor
To act in safety. There is none but he
Whose being I do fear; and under him
My genius is rebuked, as it is said
Mark Antony's was by Caesar. He chid the sisters
When first they put the name of king upon me
And bade them speak to him. Then, prophet-like,
They hailed him father to a line of kings.
Upon my head they placed a fruitless crown
And put a barren scepter in my grip,
Thence to be wrenched with an unlineal hand,
No son of mine succeeding. If 't be so,
For Banquo's issue have I filed my mind;
For them the gracious Duncan have I murdered,
Put rancors in the vessel of my peace
Only for them, and mine eternal jewel
Given to the common enemy of man
To make them kings, the seeds of Banquo kings.

1. Identify a method that is used in this quote:
"Our fears in Banquo / Stick deep."
2. How does the writer present Macbeth's attitude towards Banquo?
3. Identify a method that is used in this quote: *"A fruitless crown" and "a barren scepter."*
4. How does the writer present Macbeth's concerns about his legacy and future?
5. Identify a method that is used in this quote:
"For Banquo's issue have I filed my mind."
6. How does the writer present the effects of ambition on Macbeth?
7. How does Shakespeare present the theme of ambition in this extract?

Maths Homework

Autumn Term				
Year 11 Foundation Sparx Maths Assignment Schedule				

Week #	Start Date	Assignment Length	Assignment Topics	Due Date
Week 1				
Week 2	8/9/2026	60 minutes	U836 - Solving simultaneous equations graphically U760 - Solving simultaneous equations using elimination U757 - Solving simultaneous equations using substitution	15/9/2026
Week 3	15/9/2026	60 minutes	U577 - Sharing amounts in a given ratio U721 - Solving direct proportion word problems U610 - Currency conversion	22/9/2026
Week 4	22/9/2026	60 minutes	U640 - Interpreting direct proportion equations U364 - Interpreting inverse proportion equations U238 - Graphs of direct and inverse proportion	29/9/2026
Week 5	29/9/2026	60 minutes	U743 - Plans and elevations U915 - Finding the volume of cylinders U617 - Finding the volume of spheres U116 - Finding the volume of cones	6/10/2026
Week 6	6/10/2026	60 minutes	U464 - Finding the surface area of cylinders U523 - Finding the surface area of cones U893 - Finding the surface area of spheres	13/10/2026
Week 7	13/10/2026	60 minutes	U551 - Understanding similarity U578 - Finding unknown sides in similar shapes	20/10/2026
Week 8	20/10/2026	60 minutes	No homework - mock examinations	3/11/2026
October Half Term				
Week 9	3/11/2026	60 minutes	No homework - mock examinations	10/11/2026
Week 10	10/11/2026	60 minutes	U790 - Understanding congruence U866 - Congruent triangles	17/11/2026
Week 11	17/11/2026	60 minutes	U498 - Position-to-term rules for arithmetic sequences U978 - Position-to-term rules of patterns	24/11/2026
Week 12	24/11/2026	60 minutes	U330 - Using standard form with positive indices U534 - Using standard form with negative indices	1/12/2026
Week 13	1/12/2026	60 minutes	U264 - Multiplying and dividing numbers in standard form U290 - Adding and subtracting numbers in standard form U161 - Standard form with a calculator	8/12/2026
Week 14	8/12/2026	60 minutes	U604 - Finding the circumference of circle U950 - Finding the area of circles	15/12/2026
Week 15	15/12/2026	60 minutes	U221 - Finding the arc length of sectors U373 - Finding the area of sectors	5/1/2027

Additional Task (optional)

Complete XP Boost and Target assignments on Sparx maths.

XP Boost - Similar to the compulsory homework tasks - same topics but additional practice.

Target - problem solving style questions based on content previously covered on Sparx maths

Maths Homework

Autumn Term				
Year 11 Higher Sparx Maths Assignment Schedule				

Week #	Start Date	Assignment Length	Assignment Topics	Due Date
Week 1				
Week 2	8/9/2026	60 minutes	U386 - Solving simultaneous equations graphically U760 - Solving simultaneous equations using elimination U757 - Solving simultaneous equations using substitution U137 - Constructing and solving linear simultaneous equations	15/9/2026
Week 3	15/9/2026	60 minutes	U875 - Solving simultaneous equations involving quadratics graphically U547 - Solving simultaneous equations involving quadratics U269 - Constructing and solving linear and quadratic simultaneous equations U577 - Sharing amounts in a given ratio	22/9/2026
Week 4	22/9/2026	60 minutes	U921 - Combining ratios U676 - Calculating with ratios and algebra U865 - Changing ratios U610 - Currency conversion	29/9/2026
Week 5	29/9/2026	60 minutes	U595 - Solving cross-topic problems with ratio U407 - Constructing direct proportion equations U138 - Constructing inverse proportion equations U238 - Graphs of direct and inverse proportion	6/10/2026
Week 6	6/10/2026	60 minutes	U743 - Plans and elevations U484 - Finding the volume of pyramids U426 - Finding the volume of cones and spheres U350 - Finding the volume of frustums	13/10/2026
Week 7	13/10/2026	60 minutes	U866 - Congruent triangles U578 - Finding unknown sides in similar shapes U630 - Finding the perimeter and area of similar shapes U110 - Finding the surface area and volume of similar shapes	20/10/2026
Week 8	20/10/2026	60 minutes	No homework - mock examinations	3/11/2026
October Half Term				
Week 10	3/11/2026	60 minutes	No homework - mock examinations	10/11/2026
Week 11	10/11/2026	60 minutes	U530 - Substituting into position-to-term rules U498 - Position-to-term rules for arithmetic sequences U978 - Position-to-term rules for sequences of patterns U206 - Position-to-term rules for quadratic sequences	17/11/2026
Week 12	17/11/2026	60 minutes	U680 - Special sequences U958 - Position-to-term rules for geometric sequences U171 - Using recurrence relations U582 - Writing algebraic proofs	24/11/2026
Week 13	24/11/2026	60 minutes	U534 - Using standard form with negative indices U264 - Multiplying and dividing numbers in standard form U290 - Adding and subtracting numbers in standard form	1/12/2026

			U161 - Standard form with a calculator	
Week 14	1/12/2026	60 minutes	U459 - Angles subtended at the centre or circumference of circle U251 - Angles in segments and cyclic quadrilaterals U489 - Circle theorems for chords and tangents	8/12/2026
Week 15	8/12/2026	60 minutes	U130 - Alternate segment theorem U808 - Mixed problems: circle theorems U807 - Proving the circle theorems	15/12/2026
Week 16	15/12/2026	60 minutes	U166 - Expected results from repeated experiments U476 - Venn diagrams U748 - Venn diagrams with set notation U296 - Using set notation	5/1/2027

Additional Task (optional)

Complete XP Boost and Target assignments on Sparx maths.

XP Boost - Similar to the compulsory homework tasks - same topics but additional practice.

Target - problem solving style questions based on content previously covered on Sparx maths.

Science Homework

Autumn Term				
Year 11 Sparx Science Assignment Schedule				
Week #	Start Date	Assignment Length	Assignment Topics	Due Date
Week 1				
Week 2	09/09/26	60 minutes	Prokaryotic and eukaryotic cells, atomic structure, energy stores and transfers	16/09/26
Week 3	16/09/26	60 minutes	Microscopes, electron configuration, elastic and gravitational potential energy	23/09/26
Week 4	23/09/26	60 minutes	Mitosis, isotopes, efficiency, energy resources	30/09/26
Week 5	30/09/26	60 minutes	Diffusion and osmosis, periodic table, alkali metals, circuit symbols, Ohm's law	07/10/26
Week 6	07/10/26	60 minutes	Active transport, alkali metals, halogens, circuits, resistance practical	14/10/26
Week 7	14/10/26	60 minutes	Enzymes, halogens, mains electricity, power	21/10/26
GCSE Mocks				
October Half Term				
GCSE Mocks				
Week 10	11/11/26	60 minutes	Immune system and vaccines, covalent and metallic bonding, specific latent heat, gases	18/11/26
Week 11	18/11/26	60 minutes	Endocrine system, metals, ionic compounds, atoms and isotopes	25/11/26
Week 12	25/11/26	60 minutes	Diabetes, covalent structures, atomic model, nuclear radiation	02/12/26
Week 13	02/12/26	60 minutes	Menstrual cycle, metals, carbon, half-life	09/12/26
Week 14	09/12/26	60 minutes	Homeostasis, conservation of mass, scalars and vectors, forces	16/12/26
Week 15	16/12/26	60 minutes	Reproduction, weight, energy, uncertainty	06/01/27

Additional Task (optional)

Revise how the body responds to infection.

Instructions:

Create a summary sheet explaining pathogens, the immune system, and vaccination. Include key terms and definitions. Then self-test using an online quiz.

Useful resources:

- BBC Bitesize – Infection and response
- Cognito

RE Homework

Autumn Term
Week: 1 <i>Christian Practices</i>: Worship & Prayer Week

RE: Key knowledge

What word means worship that has a structure / pattern?	Liturgical
What word means worship without a structure?	Non-Liturgical
What word means worship that is more relaxed?	Informal worship
What word means worshipping on your own?	Private worship
What word means communicating with God?	Prayer
What is the name of the prayer Jesus gave to his followers?	Lord's Prayer

TASK: Write out the following wordfill with the missing words included in another colour.

Christian worship is how believers express their love and devotion to God. Worship that follows a set structure, pattern, or ritual is known as **1.** _____ worship. This type of worship is common in Catholic, Orthodox, and Church of England services, where the congregation uses a service book and shares in the **2.** _____ (Holy Communion).

In contrast, non-conformist churches (like Methodists or Baptists) often prefer **3.** _____ worship. This style is less structured and allows the leader more freedom to choose hymns, prayers, and bible readings on the day. Some Christians prefer **4.** _____ worship, which is completely unscripted and spontaneous, often found in Pentecostal churches where believers feel moved by the **5.** _____.

Prayer is an essential part of daily Christian practice. Christians use different types of prayer to communicate with God. The prayer given by Jesus to his disciples is called the **6.** _____. It is considered a model prayer because it contains elements of praise, confession, and asking for daily needs.

When a Christian prays silently or uses their own words to speak to God, it is called **7.** _____ prayer. Prayers can be categorized by their purpose: an **8.** _____ is a prayer asking for God's help for other people, while a prayer of **9.** _____ is used to say sorry for sins. Finally, prayers of **10.** _____ are offered to thank God for His goodness and blessings.

Word Bank:			
Informal	Liturgical	Non-liturgical	Intercession
Holy Spirit	Lord's Prayer	Eucharist	Thanksgiving
Private	Confession		

RE Homework

Autumn Term
Week: 3 <i>Christian Practices:</i> (Sacraments) Baptism + Eucharist (Week 1)

Term 1: Autumn 1
Week 3 <i>Christian Practices:</i> (Sacraments) Baptism + Eucharist (Week 1)

RE: Key knowledge

What word means actions that show your faith / religion?	Sacrament
What is the term that means baptising adults?	Believers baptism
What is the term that means baptising babies / children?	Infant baptism
What Church service involves eating bread and wine?	Holy Communion / Eucharist
What is the belief that the bread and wine are actually the blood and body of Jesus?	Transubstantiation
What does Holy Communion remember?	Last Supper

Questions:

1. Watch the video clip on Holy Communion / Eucharist [Holy Communion Help video](#)
2. Write either a postcard or diary entry to someone explaining what happens at a Holy Communion.

Your work needs to include: What is Holy Communion / Eucharist?

What does it help Christians remember?

How is it celebrated?

What does it mean to Christians?

RE Homework

Autumn Term
Week: 5 Christian Practices: Easter & Christmas (Week 1)

RE: Key knowledge

What Christian festival celebrates the birth of Jesus?	Christmas
What is another word for Jesus coming into the world?	Incarnation
What Christian festival celebrates the death of Jesus?	Easter
What is celebrated on Good Friday by Christians?	Crucifixion
What is celebrated on Easter Sunday by Christians?	Resurrection

Questions: True or False!

Write out each statement and write whether it is true or false. If the statement is false, re-write the correct statement.

1. Christmas is considered the most important festival in the Christian liturgical calendar.
2. The word "Incarnation" refers to God becoming flesh in the person of Jesus, which Christians celebrate at Christmas.
3. The period of preparation leading up to Christmas is called Lent.
4. Midnight Mass is a traditional church service held by many Christians on Christmas Eve.
5. Good Friday commemorates the day Jesus was resurrected from the dead.
6. The Easter Paschal candle is lit in many churches to symbolize Jesus as the "Light of the World."
7. The Orthodox Church always celebrates Christmas on December 25th using the Gregorian calendar.
8. Holy Week is the name given to the final week of Lent, running from Palm Sunday to Easter Saturday.
9. For Christians, the giving of gifts at Christmas is only a modern commercial habit and has no religious meaning.
10. Easter eggs are used by Christians to symbolize the empty tomb of Jesus.

RE Homework

Autumn Term

Week: 7 *Christian Practices*: Pilgrimage (Week 1)

RE: Key knowledge

What is the word for a spiritual journey?	Pilgrimage
Which Island in Scotland do Christians visit for peace and quiet?	Iona
Where in France do Christians visit that celebrates the Virgin Mary?	Lourdes
What word means to have a deep belief and trust in something?	Faith
Give a Bible quote about the importance of pilgrimage	'Faith without action is dead'

Questions:

1. Identify **two** reasons why Christians go on a pilgrimage.
2. Do Christians have to go on a pilgrimage? (Explain your answer)
3. Either make a mind map or a minimum of 3 revision cards on creation.
They must include: What is a pilgrimage?
Why do Christians travel to Lourdes?
What do they do whilst at Lourdes?
Why do Christians travel to Iona?
What do they do whilst at Iona?

To help you with task 3 watch the video clip to help you with your task

[Pilgrimage video help](#)

RE Homework

Autumn Term

Week: 9 *Christian Practices*: Evangelism and Missionary (Week 1)

RE: Key knowledge

What word means to spread the word of God?	Evangelism
When did Jesus tell his disciples to spread the word of God?	The Great Commission
What word means to travel abroad to spread the word of God?	Missionary
What is it called when people get involved in helping others, for example building wells in developing countries?	Humanitarian work
Give a Bible quote that encourages evangelism.	'Faith without action is dead'

Questions:

Christian missionary work means traveling to different places to share the teachings of Jesus and help start new churches. On the other hand, humanitarian work means giving people life-saving help like food, clean water, medicine, and schools when they are suffering from poverty or disasters. While missionary work focuses on a person's spiritual life, humanitarian work focuses on keeping people safe and healthy right now. Even though they do different things, Christians believe both types of work are incredibly important. One big reason for this is that Jesus gave his followers a command called the Great Commission, which tells them to share his message with the whole world. Christians also do humanitarian work because Jesus commanded them to love their neighbors just as much as they love themselves. The Bible teaches that real faith cannot just be words; it must be shown through kind actions that help others. By feeding hungry people and caring for the sick, Christians are following the exact example that Jesus set when he was on Earth. Christians also believe that God created every single human being with equal value, so everyone deserves to be treated with love and respect. Many Christian charities combine these two ideas by caring for a person's physical body and their spiritual soul at the same time. In the end, whether they are teaching the Bible or building houses after an earthquake, Christians see this work as a way to share God's love. By bringing hope to dark situations, they believe they are making the world a much better and fairer place.

1. What is the difference between Missionary work and humanitarian work?
2. What is the Great Commission?
3. What Bible quote motivates Christians to help others?
4. Explain two ways Christians believe they can share God's love?

RE Homework

Autumn Term
Week: 11 <i>Christian Practices</i>: Why do Christians help others? (Week 1)

RE: Key knowledge

How do Christians help those in the local community who can't afford food?	Food Banks
Give an example of a food bank charity	Trussell Trust
Who helps people on the streets and on nights out?	Street Pastors
What Bible quote motivates Christians?	'Love thy neighbour'
What Bible story tells Christians how to treat others?	Parable of the Sheep and the Goats
What teaching means, treat others as you wish to be treated?	Golden rule
What is the word for unconditional love? (love shown to everyone)	Agape

Questions:

Create a mind map / poster or PP slide on why Christians help others.

- You need to include: Food banks & Street Pastors (Explain what they are and what they do?)
- Give examples of real charities that help in this way.
- [Street Pastors](#) / [Trussell Trust Food Bank](#)
- You might want to use the website links above to help give you more information
- Bible teachings and teachings of Jesus that encourage Christians to help.

If you are feeling more creative **instead** design an advert for one of the charities encouraging people to get involved. You still need to include all information listed in the bullet points above. *This can be hand drawn or on the computer.*

RE Homework

Autumn Term

Week: 13: <i>Christian Practices:</i> Church Growth & Reconciliation (Week 1)
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RE: Key knowledge

Where do Christians believe you go if you are good after you die?	Church
What is the name for the place of eternal suffering?	Reconciliation
What is the term for being judged as soon as you die?	Human to human reconciliation
What is the term for everyone being judged at the same time when the world ends?	Original sin
Where do Catholics believe the soul goes to be cleansed?	God and human reconciliation
What happened to Jesus 40 days after he was resurrected?	Evangelism

Tasks:

Log on to Google Classroom and your RE group. Complete the 20 question comprehension quiz. Your marks will be recorded.

RE Homework

Autumn Term

Week: 15: <i>Christian Practices:</i> Persecution (Week 1)

RE: Key knowledge

What word means being saved from sin?	Persecution
What is the key term that refers to the first sin caused by humans?	"Do not overcome evil with evil, but overcome evil with good." Romans 12:21
What is the word for unconditional love given by God?	Open Doors
What word means to make up for doing bad actions?	Middle East and parts of Africa
What word means doing things that break God's teachings?	Sin

Task:

Watch the video clip [Open Doors video](#)

1. Give three things / ways that Christians are persecuted (treated badly) in some countries.
2. Colour on the map the top 10 countries that are the most dangerous to be a Christian.

Art Homework

Autumn Term

HOMEWORK 1: Artist Response 3 Planning

Cover up the right-hand column to test your knowledge and understanding.

1	What is required for Artist Response 3?	Task: Produce a merged development piece that combines the styles of both studied artists. Purpose: AO1 (Developing Ideas) and AO2 (Refining). It proves that different artistic styles can be analysed, blended, and advanced to create a unique, personal direction.
2	How should the planning for this response be presented?	Task: Create a mind map of possible ideas alongside quick compositional sketches. Purpose: Planning layouts beforehand shows the examiner clear visual thinking and decision making before committing to a final image.
3	When should new photographs be taken for this stage?	Task: Take fresh, primary source photographs if the existing images do not fit the new combined artist style. Purpose: This keeps the project's primary research (AO3) relevant, ensuring the new artwork is based on high quality, purposeful references rather than repetition with previous imagery.

HOMEWORK 1: Artist Response 3 Planning

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

- ☐ **Artist response 3** - a merged development idea combining both artists
- ☐ **Mindmap possible ideas / compositional sketches**
- ☐ Where necessary take **new photos**
- ☐ Where necessary **experiment with media and techniques**

Art Homework

Autumn Term

HOMEWORK 2: Artist response 3 Planning Continued

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	Why is media and technique experimentation necessary here?	Task: Test and practice with different materials and techniques before starting the main piece. Purpose: Material trials show technical control and refinement (AO2), proving that the chosen media will successfully communicate the combined artists' styles.
2	What is the priority if previous outcomes are incomplete?	Task: Outcomes 1 and 2 must be fully finalised before starting the Development 3 outcome. Purpose: A project must show a logical, step-by-step journey; completing work in order ensures that the project is clear and coherent.
3	What does the Stretch & Challenge task involve?	Task (Extension): Plan and create an alternative merged artist response using a different layout or material combination. Purpose: Creating an alternative idea(s) demonstrates high level critical thinking, proving to the examiner an ability to explore multiple creative solutions and improved attainment.

HOMEWORK 2: Artist response 3 Planning Continued

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

- ☐ **Artist response 3** - a merged development idea combining both artists
- ☐ **Mindmap possible ideas / compositional sketches**
- ☐ Where necessary take **new photos**
- ☐ Where necessary **experiment with media and techniques**
- ☐ **Commence development 3 outcome.**
- ☐ If behind, it is essential you complete outcomes 1-2 first.

Stretch and challenge: Plan and create an alternative merged artist response

Art Homework

Autumn Term

HOMEWORK 3: Artist response 3 Outcome Completion

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	What are the requirements for Artist Response 3?	Task: Complete the merged outcome that combines the styles of both studied artists. Purpose: This finalises the development stage, proving to the examiner an ability to successfully synthesise different artistic influences into a single, high-quality piece of work.
2	How should the completed merged outcome be documented?	Task: Present a photograph of the final piece on a board/sketchbook, alongside a written evaluation. Present your final outcome appropriately. Purpose: Clear presentation and written evaluation justify the creative choices made, demonstrating the critical thinking and self reflection required for higher attainment.
3	What is required for the Stretch & Challenge task?	Task (Extension): Plan and create an alternative merged response that tests different materials and layout ideas. Purpose: Producing an alternative version highlights a willingness to take creative risks, showing the examiner that multiple technical solutions were explored to find the best possible outcome.

HOMEWORK 3: Artist response 3 Outcome Completion

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

- ☐ **Continue working on Artist response 3** - a merged development idea combining both artists
- ☐ **Complete your merged outcome.**
- ☐ **Present, evaluate** and fully document your merged outcome as discussed and shown in class. Refer to examples and google classrooms.

Stretch and challenge: Plan and create an alternative merged artist response which shows experimentation of media and ideas in an appropriate way.

Art Homework

Autumn Term

HOMEWORK 4: Where next mindmap

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	What is the purpose of the 'where next' mind map?	Task: Create a mind map detailing future project directions, include successful elements to pursue and areas to develop. Purpose: This demonstrates self evaluation and the development of ideas. It shows the examiner an ability to critically review the project, learn from mistakes, and plan the next steps logically.
2	When should new photographs be taken and further drawings be produced?	Task: Take fresh photographs where needed, and complete additional observational drawings to improve on any areas found difficult to draw accurately. Purpose: (AO3) It proves a commitment to overcoming technical difficulties, ensuring all future artwork is based on high-quality, accurate references.
3	Under what circumstances could new artists be introduced?	Task: Research, evaluate, add imagery, and create pastiches for new artists if the project requires a fresh directional shift. Purpose: Introducing new artists broadens contextual understanding (AO1). It shows the examiner that the project can adapt and pull in new professional influences to help resolve ideas.

HOMEWORK 4: Where next mindmap

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

- ☐ **Produce a 'where next' mindmap for further development** of ideas. Consider what is working well and will be pursued. Consider what has not been so successful and will be addressed.
- ☐ Where necessary take new photos.
- ☐ Produce further observational drawings to support any elements that you have found difficult to draw accurately. Present and evaluate.
- ☐ If necessary, introduce new artists. Research, evaluate, add imagery, create pastiches
- ☐ **Present and annotate all new work** as previously advised (photography shoots, contact sheets, selected images, observational drawings, media experiments etc...

Stretch and challenge: Plan and begin your next merged artist response based on your recent project developments

Art Homework

Autumn Term

HOMEWORK 5: Reviewing and refining ideas. Completion of response 4

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	How should the evaluation and presentation of new drawings be handled?	Task: Clearly present all new observational drawings alongside a written evaluation of the technical outcomes. Purpose: Presentation and written critique show reflective thinking. It explains to the examiner how the extra drawing practice has improved technical accuracy and control.
2	What are the layout and written expectations for your project?	Task: Present and annotate all new work, including photo shoots, contact sheets, selected images, drawings, and media experiments. Purpose: Consistent presentation maintains a clear, high-quality narrative. Annotation ensures the examiner can easily follow the creative journey.
3	What does the Stretch & Challenge task require at this stage?	Task (Extension): Plan and begin the next merged artist response based on these recent project developments. Purpose: This pushes the project forward independently. Starting a new merged piece immediately shows high motivation and the ability to rapidly turn new research and feedback into advanced practical work.

HOMEWORK 5: Reviewing and refining ideas. Completion of response 4

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

- ☐ Continue your 'Where next' mindmap for further development of ideas.
- ☐ Present and evaluate all work to date.
- ☐ Commence and complete your next merged (4) outcome.
- ☐ Present and evaluate this merged outcome.
- ☐ Gather thoughts and prepare for new merged development ideas for next week.

Art Homework

Autumn Term			
HOMEWORK 6: Reviewing and refining ideas. Completion of response 4 continued Cover up the right-hand column to test your knowledge and understanding. Consider the task and its purpose.			
1	What should be completed with all previous work before starting a new outcome?		Task: Present, review, and evaluate every piece of work completed in the project up to this date. Purpose: This ensures the project is fully up-to-date. It shows the examiner a clear, organised journey.
2	What are the requirements for the next merged outcome (Outcome 4)?		Task: Commence, complete, neatly present, and fully evaluate a further merged outcome that blends the chosen artistic influences. Purpose: This finalises a major development block. Completing and evaluating this piece provides concrete evidence of sustained technical growth (AO2) and a deep, reflective understanding of the project's direction.
3	What does the Stretch & Challenge task require for further development?		Task (Extension): Plan and begin a subsequent merged artist response that directly builds upon the newest project developments. Purpose: AO2 (Refining Ideas) You can use art techniques skillfully and show how much your practical skills have improved.
HOMEWORK 6: Reviewing and refining ideas. Completion of response 4 continued Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.			
☐ Present and evaluate all work to date. ☐ Commence and complete your next merged (4) outcome. ☐ Present and evaluate this merged outcome. Stretch and challenge: Plan and begin your next merged artist response based on your recent project developments			

Art Homework

Autumn Term

HOMEWORK 7: Completion of artist response 5

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	How should the existing portfolio work be reviewed and finalised?	Task: Update, present, and evaluate all work completed to date using PLCs (Personal Learning Checklists), Google Classroom resources, and all written or verbal teacher feedback. Purpose: Acting on feedback ensures all work meets the marking criteria and closes any gaps before final grading.
2	Why should you evaluate artwork and projects?	Task: Write a short, reflective evaluation for all practical work completed so far. Purpose: Written reflection explains the creative thinking to the examiner, proving how past experiments will guide the final outcome.
3	What does the Stretch & Challenge task require?	Task (Extension): Plan next-step merged ideas, mindmap final outcomes, plan extra photos, and select the final working surface (eg canvas or toned paper). Purpose: Advanced planning shows foresight, proving an ability to solve technical choices and layout challenges early.

HOMEWORK 7: Completion of artist response 5

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

- ☐ **All work completed to date.** Use your PLCs, personal check lists, goggle classrooms and any written / verbal feedback to support you
- ☐ **Present and evaluate all work.**

Stretch and Challenge: Consideration of further merged ideas/ thoughts on final outcomes/ consideration of additional photography if necessary as well as the surface you will choose to work on for your final outcome.

Half Term

- ☐ **All work completed to date.** Consider additional merged development ideas. Use half term to continue to gather additional relevant photography to support your next developments/ final outcomes

Art Homework

Autumn Term

HOMEWORK 8: Commence your Final Piece Planning board/ sheet

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	What goes on the planning board/sheet?	Task: Create a mood board of layout ideas and draw at least four different composition sketches. Purpose (AO1/AO4): It proves the final design was chosen deliberately after testing different ideas.
2	Why choose the working surface and background now?	Task: Select and test the physical surface (canvas, wood, paper) and background style. Purpose (AO2): It shows material experimentation and prevents technical mistakes on the final piece.
3	What is the Stretch & Challenge task?	Task: Take any final reference photos and lock in the exact media choices. Purpose (AO3): It ensures the final artwork is driven by high-quality, personal primary sources.

HOMEWORK 8: Commence your Final Piece Planning board/ sheet

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

☐ Commence your Final Piece Planning board/ sheet

- You may wish to research relevant outcome/ compositional/ display and presentational ideas in the form of a moodboard.
- Complete a minimum of four compositional sketches to explore your ideas and different layouts.
- Consider the surface in which you will be working on as well as possible backgrounds
- Select the most successful, exciting and relevant idea to refine further.

Stretch and Challenge: Take final photographs if necessary. Explore and refine your final media choices

Art Homework

Autumn Term

HOMEWORK 9 : Continue your Final Piece Planning

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	Why create a 'mock-up' or small practice section?	Task: Paint or draw small scale practice tests of the hardest parts of the design. Purpose (AO2): It refines technique, builds confidence, and avoids mistakes on the final outcome.
2	How should the final image be prepared for the surface?	Task: Print, edit, or project the chosen design to outline it onto the final surface. Purpose (AO3/AO4): It ensures accurate proportions and a clean start before adding color or tone.
3	Why should you prepare any backgrounds/ washes. Light box/ enlarge/ scale up your outline onto the surface you will be using.	Preparing background washes first prevents muddying or ruining the main drawing later on. Scaling up or light-boxing the outline ensures accurate proportions from the very start. Purpose (AO2 & AO4): This demonstrates technical control and precision. Getting the layout and background locked in early prevents basic mistakes, allowing the remaining time to be spent on high-quality shading, painting, and detail.

HOMEWORK 9: Continue your Final Piece Planning

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

☐ Continue your Final Piece Planning

- Explore and refine your final media choices.
- Collect any final photographs if needed
- Complete/ refine any photoshop editing if required
- Complete macro sections or a 'mock up' of your final outcome to practice any elements that you are unsure of.
- Print/ enlarge/ prepare your final imager to support you in drawing your chosen design.
- Project and outline your fine image if necessary.

Stretch and challenge: Prepare any backgrounds/ washes. Light box/ enlarge/ scale up your outline onto the surface you will be using.

Art Homework

Autumn Term

HOMEWORK 10: Commence your final outcome

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	What is the main focus this week?	Task: Formally begin the final piece of artwork on the prepared surface. Purpose (AO4): It brings together all previous artist research, photos, and media trials into one final piece.
2	Why must the final piece link back to the artists and theme?	Task: Use styles, colours, and techniques that match the project theme and chosen artists. Purpose (AO1/AO4): It proves to the examiner that the final piece is a logical conclusion to the project journey and that you have been inspired and informed by your research.
3	Why should you ensure all gaps and incomplete work are completed within your project	Missing pages, blank spaces, lack of annotation and incomplete work reduces the evidence for marks according to the assessment objectives. Purpose (AO1, AO2, AO3): AQA marks the sketchbook as a whole portfolio, not just individual pieces. Completing every single gap ensures a strong, unbroken narrative from the first research page to the final piece, protecting overall marks across every single assessment objective.

HOMEWORK 10: Commence your final outcome

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

☐ **Commence your final outcome.**

Stretch and challenge: Ensure all gaps and incomplete work are completed within your project

Art Homework

Autumn Term

HOMEWORK 11: Continue with and complete your final outcome

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	What does an "ambitious" outcome look like?	Task: Complete the final artwork to the best of your ability - consider challenging yourself with scale and appropriate technical quality with your chosen media Purpose (AO4): It demonstrates sustained skill, effort, and control to secure top marks.
2	Why plan how it is going to be presented / displayed now?	Task: Note down how the final piece will be displayed (eg mounted or framed). Purpose (AO4): It shows an understanding of how work is presented professionally in a gallery context as well as in school.
3	What should be done with work that is not so successful such as experiments or tryouts?	Task: Be selective however where appropriate leave them in the project, but add an annotation explaining <i>why they</i> are not as successful and what was learned from them. Purpose (AO2): Review and refinement is valuable for marks. Showing the examiner how an unsuccessful technique led to a better solution provides evidence of the refinement process.

HOMEWORK 11: Continue with and complete your final outcome

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

☐ **Continue with and complete your final outcome.**

Be ambitious in your approach. Aim for high quality and consistency

Always ensure your work links back to your starting theme/ title, your statement of intent and your chosen artists.

Stretch and challenge: Consider and action how you will display your final outcome i.e. mounted/ framed.
Ensure this is documented within your final development boards/ sheets.

Art Homework

Autumn Term

HOMEWORK 12: Evaluate and fully document your final outcome

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	Why should digital editing (like Photoshop or phone apps) be documented?	Task: Print out small step-by-step screenshots of any image adjustments, colour alterations, or filters used on photos. Purpose (AO2/AO3): It proves digital skills are an intentional part of the creative process. The examiner needs to see the journey from the raw photograph to the edited version to award marks for digital media.
2	How can the quality of written annotations be improved without just rewriting them?	Task: Go back through existing notes and highlight or underline key art vocabulary (eg <i>composition, tone, texture, contrast, media</i>). Purpose (AO1/AO3): This draws the examiner's eye to critical thinking. Using precise visual language demonstrates understanding.
3	How should the final piece be evaluated?	Task: Write an evaluation using art vocabulary, linking the piece to the project title and artists. Do not just describe it. Purpose (AO1/AO4): It explains the critical thinking behind creative choices to the examiner.

HOMEWORK 12: Evaluate and fully document your final outcome

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

☐ **Evaluate and fully document your final outcome.**

Use the writing frames and examples provided to evaluate your final outcome successfully. Ensure you use critical and analytical language and avoid simply describing the piece. Make links back to your project title/ starting point and chosen artists. Consider mounting/ framing your final piece for example. Include a photo of your outcome to a board/ sheets along with your evaluation and any tests/ trials/ experiments that were produced while working on your outcome.

☐ **Stretch and challenge:** Improve and resolve any necessary aspects within your 'People and Portraits' unit

Art Homework

Autumn Term

HOMEWORK 13: Improve and resolve all coursework

Cover up the right-hand column to test your knowledge and understanding.
Consider the task and its purpose.

1	What needs to be handed in for the final deadline?	Task: Year 10 sketchbooks, large outcomes and final pieces, and the complete Year 11 project Purpose (AO1-AO4): It ensures no work is missing so the moderator can award the highest possible grade.
2	How do extra targeted pieces of work support your overall attainment such as additional observational drawings?	Purpose (AO2/AO3): It supports your final submission and additional evidence to secure marks.
3	How can a student ensure their portfolio shows a "personal response"?	Task: Ensure the final outcome(s) clearly reflect personal choices and intentions which are informed by the creative journey. Purpose (AO4): To encourage personal responses, individuality and creativity.

HOMEWORK 13: Improve and resolve all coursework

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade.
Please check Google Classrooms as well for updated homework tasks.

- ☐ **Improve and resolve all coursework** ready for your final hand in.
- ☐ This includes work within your year 10 sketch books, larger year 10 outcomes as well as your entire year 11 c/w project.
- ☐ **Stretch and challenge:** With the support of your teacher, add additional pieces to your coursework to help to support evidence for any necessary assessment criteria individual you you. For example, AO3: add additional, high quality observational drawings relevant to your project.

Art Homework

Autumn Term		
HOMEWORK 14: Improve and resolve all coursework continued prior to deadline Cover up the right-hand column to test your knowledge and understanding. Consider the task and its purpose.		
1	How should the PLC be used right before the deadline?	Task: Tick off every single item on the Personal Learning Checklist Purpose: This acts as a final safety check to ensure no tasks or written notes were accidentally forgotten.
2	How should sketchbooks and final boards be labelled and organised?	Task: Write the candidate name and number clearly on every item, and number all loose boards in the correct order. Purpose: Clear numbering stops pages from getting mixed up, allowing the examiner to follow the project's story easily.
3	What must be checked regarding the physical condition of the work before final submission?	Task: Glue down loose edges, spray charcoal or pastel work with hairspray/fixative, mount or frame paper outcomes. Purpose: Presenting clean, tidy, and secure work creates a great first impression and stops the artwork from smudging or getting ruined.
HOMEWORK 14: Improve and resolve all coursework continued prior to deadline Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.		
☐ Improve and resolve all coursework ready for your final hand in. ☐ This includes work within your year 10 sketch books, larger year 10 outcomes as well as your entire year 11 c/w project. ☐ Stretch and challenge: With the support of your teacher, add additional pieces to your coursework to help to support evidence for any necessary assessment criteria individual you you. For example, AO3: add additional, high quality observational drawings relevant to your project.		

Business Studies Homework

Autumn Term		
Week 1: Business Growth (part i)		
1	What is business growth	An increase in the size, sales, market share or profits of a business.
2	What is organic growth	Growth achieved internally through expanding existing operations.
3	What is inorganic growth	Growth achieved by joining with or acquiring another business.
4	How can a business be Innovative	By introducing new products, services or processes.
5	What is Research and Development (R&D)	Activities undertaken to create or improve products.
6	Explain the term 'new markets'	Selling products to new groups of customers or geographical areas.
7	What is a business merger	When two businesses join together to form one organisation.
8	What is a business takeover	When one business gains control of another business.

Q1	Fill in the gaps
Growth is the _____ of many businesses. When a business grows, it means its sales and therefore _____ increases, which often leads to an increase in _____ if _____ can be controlled during the growth phase. The key question for a _____ business is how growth can be achieved. There are two methods in which businesses can grow. The first is internal or _____ growth that occurs when a business grows from _____, for example by producing a new product. The second method is external or _____ growth that comes from _____ the business, such as growth through a _____ or takeover with another business.	
Choose from: merger; within; outside; organic; inorganic; profit; aim; growing; costs; revenue	

Q2	Business Growth Investigation
Research a business of your choice (e.g. Aldi, Apple, Greggs). Explain how it has achieved organic and/or inorganic growth. Produce a one-page report with evidence and conclude which growth method has been most successful. Report to be written in your homework book	

Business Studies Homework

Autumn Term		
Week 2: Business growth (part ii)		
1	How can a business develop the market?	Selling existing products in new markets
2	Define what overseas expansion means for a business	Growing a business by entering international markets opening up the opportunity to sell to more clients
3	How can technology impact business growth	New systems, equipment or software that help a business grow due to being more efficient
4	What is a shareholder	A person or organisation that owns shares in a company
5	What is a stakeholder	A person that has an interest in how a company performs
6	Why are business concerned with their market share	The market share shows the percentage of total sales in a market achieved by a business against their competition
7	What is economies of scale	Cost advantages gained when a business grows and produces on a larger scale
8	What is an acquisition	Another term for a takeover - general term for purchasing another company

Q1	Benefit or drawback? Identify whether each of the following statements is a benefit or drawback to internal or external growth				
		Internal/Organic		External/Inorganic	
		Benefit	Drawback	Benefit	Drawback
	1 This type of growth can reduce competition				
	2 With this type of growth, market share can be increased over night				
	3 This type of growth tends to be easier to manage and control				
	4 This type of growth can be too slow				
	5 This type of growth can be expensive				

Q2	Expansion
	You are a Business Consultant advising an independent coffee shop with £250,000 to invest. Choose one strategy: i) open another branch, ii) franchise, iii) acquire a competitor or iv) expand overseas. Write a report recommending the best option for the coffee shop. Complete the work in your homework book

Business Studies Homework

Autumn Term		
Week 3: Public Limited Company		
1	What is a Public Limited Company (PLCs)	An incorporated business that can sell shares to the public.
2	Explain an incorporated business	A business that is registered as a company, so the owners (shareholders) & the business have a separate legal identity.
3	Explain a multinational	A business with operations in more than one country also known as a multinational corporation (MNC).
4	What are the internal sources of finance	Found within the business & include: 1. Retained profit & 2. Selling assets. No interest will be payable on either method.
5	What are external sources of finance	Money raised from outside of the business
6	Explain the term dividends	A percentage of the business's profits that is paid to shareholders as a reward for their investment in the business.
7	What is a Private Limited Companies (Ltd)	A business owned by shareholders whose shares can not be sold to the general public
8	What is the stock Exchange	A place where shares in PLCs can be bought & sold.

Q1	Mini case study
	Jim's Gyms Ltd is a budget gym chain that offers quality, affordable, no frills fitness with the benefit of no monthly contract. Following an extremely successful year, the Sheffield based gym chain is eager to raise its profile and expand the number of gyms it operates across the UK. It is also keen to continue its investment into the latest gym technology to provide its customers with the best possible experience. In order to fund the growth, Jim feels the only option is to change the business into a public limited company and raise share capital through stock market flotation. However, given the time and hard work he has put into the business, he is concerned about the potential drawbacks of this option.
	Explain two reasons why Jim might be concerned about becoming a public limited company and stock market flotation 1. 2.

Q2	Investment Advisor
	You are an Investment Adviser. A successful gym chain is considering becoming a PLC. Prepare a one page document advising whether this is the right decision. Ensure you explain 3 advantages and 3 disadvantages of becoming a PLC. Complete the work in your homework book - no more than 250 words

Business Studies Homework

Autumn Term		
Week 4: Sources of finance		
1	What is retained profit	Profit kept in the business and reinvested rather than paid to owners or shareholders
2	Explain stock market flotation	When a company sells shares to the public for the first time on a stock exchange
3	How can a business sell their assets	Raising finance by selling items the business owns, such as buildings, vehicles or equipment
4	What is share capital	Money raised by selling shares in a company
5	How does a loan work	Money borrowed from a lender that must be repaid with interest over time
6	What is crowdfunding	Raising small amounts of money from a large number of people, usually online.
7	How does a bank overdraft work	A facility that allows a business to spend more money than it currently has in its bank account
8	What is trade credit	An agreement allowing a business to buy goods now and pay for them later

Q1	Which source of finance? Identify and state: a) the source of finance that each of the following statements best relates to b) whether the statement is a pro or con of the identified source of finance			
		Source of finance	Pro	Con
	2.1 The business is at risk of takeover			
	2.2 An internal source of finance that does not need to be paid back			
	2.3 The item can no longer be used by the business once sold			

Q2	Finance Manager
	You are the Finance Manager for Velocity Bikes Ltd, a UK manufacturer of electric bicycles. The business has grown rapidly over the past three years and now employs 180 people. Demand for its products is increasing, but the company has limited funds and must carefully choose the most appropriate source of finance for different projects. The Managing Director has you to submit a one page document where you decide which source of finance is most suitable for the Production Department Production Department: The factory needs a new automated assembly line costing £650,000. The machinery is expected to last for at least 15 years and should significantly increase productivity. The business does not currently have enough cash available to pay for it outright. Sources of Finance Available: Retained Profit / Bank Loan / Share Capital / Leasing

Business Studies Homework

Autumn Term		
Week 5: Business aims and objectives		
1	What is a business aim	A long-term goal a business wants to achieve.
2	What is a business objective	A specific target that helps achieve an aim.
3	What is meant by the business market conditions	Factors that affect the demand and competition in the business market.
4	How does technology affect businesses	New developments that influence how businesses operate and run on a day to day basis.
5	What is a business product range	The variety of products sold by a business
6	Explain how legislation affects businesses	Laws and regulations that businesses must follow in countries or markets.
7	What is survival	Continuing to trade and avoid business failure.
8	What is business growth	Increasing the size or success of a business.

Q1	What's your opinion? Answer the following questions in your homework book, justifying briefly your opinion
	1.1 Why might Lidl decide to open stores in the USA?
	1.2 Why might Apple introduce a new iPhone into its produce range?
	1.3 Why might the Lloyds Banking Group decide to make redundancies?

Q2	BrightBrew Coffee
	BrightBrew Coffee owns six cafés across Dorset. Last year: • Sales increased by 12% • Profit fell by 5% • Customer complaints increased by 20% • Staff turnover rose from 12% to 28% • Two competitors have recently opened nearby. • The business wants to open two more cafés next year. BrightBrew Coffee is considering changing its main objective from growth to improving customer satisfaction. Evaluate whether this is the right decision. Write a response of no more than 1 page in your homework book. In your answer consider: • the impact on customers • employees • Profits and long-term success of the business

Business Studies Homework

Autumn Term		
Week 6: Business and globalisation (part i)		
1	What is globalisation	When businesses operate on an international scale & gain international influence or power.
2	Explain what imports are in business	The flow of goods & services into a country from another country.
3	What are exports	The flow of goods & services out of a country to another country.
4	Explain a domestic business	Run from home, or within a business's home country.
5	What is a business tariff	A tax imposed on imports or exports
6	Define protectionist measures for a business	An action taken by a government to reduce the flow of imports into the country.
7	What is a trading bloc	A group of countries that agree to act together to promote trade between themselves. E.g. The EU, NAFTA, ASEAN.
8	How can a business localise	Adapt to suit the local area & its needs, particularly in terms of culture, language or geographical location.

Q1	Benefit or drawback? Identify if each of the following statements are a <u>benefit</u> or a <u>drawback</u> of globalisation to UK businesses and WHY?		
		Benefit	Drawback
	2.1 Increased costs of transporting goods to the end customer		
	2.2 Cost reductions made could lead to higher profits		
	2.3. Opportunity to increase sales and expand abroad		

Q2	EcoCharge Ltd
	EcoCharge Ltd manufactures portable phone chargers in the UK. The business currently sells only in the UK but has received enquiries from customers in Germany, France and Spain. The directors are considering exporting their products. However: • Shipping costs are rising. • Overseas competitors sell similar products at lower prices. • Demand for environmentally friendly products is increasing. • The business has a strong reputation for quality. • It has never sold outside the UK before. Answer these questions in your homework book 1. Explain two advantages of EcoCharge exporting its products. (6) 2. Explain two disadvantages of exporting its products. (6) 3. Recommend whether EcoCharge should begin exporting. Justify your answer.

Business Studies Homework

Autumn Term		
Week 7: Business and globalisation (part ii)		
1	What is a multinational business	A business that operates in more than one country.
2	Explain the term overseas market	Customers located in foreign countries.
3	What is e-commerce	Buying and selling products online.
4	What are exchange rates and how do they work	The value of one currency compared to another. Comparing the value of £1 to \$1
5	What is outsourcing	Using another company, often overseas, to perform business activities.
6	How do businesses gain competitive advantage	A feature that makes a business more successful than rivals. This is achieved by offering something that your competitors do not have
7	What is international trade	The buying and selling of goods and services between countries.
8	Define the term Brexit	A term used to describe the United Kingdom leaving the European Union (EU) after a public referendum in 2016

Q1	True or false? Identify if each of the following statements are true or false	True	False
	1.1 A tariff imposed on imported goods could make them cheaper in the country that the goods are being imported into		
	1.2 Being a member of a trade bloc, such as the EU, discourages imports and exports between those countries		
	1.3 A tariff imposed on imported goods could encourage people to buy home produced goods instead of imports		

Q2	Exam question (to be completed in your homework book)
	Aldi has been on a shopping spree in the US. Earlier this month it announced it would buy the Winn-Dixie and Harveys supermarket chains, expanding in a market where big stores still reign supreme. The deal shows a change in direction at the business. After it opened its first US store in 1976, Aldi became known for selling cheap own-brand products in small shops — the antithesis of a giant store stocked with tens of thousands of branded goods. With its takeover of Southeastern Grocers, which owns Winn-Dixie and Harveys, it is moving into more conventional supermarket territory. “Everyone is kind of jostling to scale,” said Neil Saunders, managing director of GlobalData Retail. “It’s not only Aldi doing this deal, you’ve got Kroger and Albertson looking to merge.” Commanding a large chunk of the market is important in a highly competitive sector where profit margins are wafer-thin, he added. The deal underpins Aldi’s growth plans: it hopes to have 2,400 stores across 38 states by year end, excluding the 400 it just bought. It is one of the fastest-growing supermarket chains in the US. The discounter, which started life in Germany in the 1960s, also appears to have succeeded where other foreign rivals failed
	Qu 1a): Analyse the impact on Aldi of increasing levels of globalisation. (6) Qu 1b): Evaluate whether expanding into overseas markets is the best strategy for Aldi's future growth. Use the information in the extract and your own knowledge. (9) Qu 1c): Outline one benefit to Aldi of operating in more than one country. (2)

Business Studies Homework

Autumn Term		
Week 8: Business ethics		
1	What are business ethics	Moral principles or standards that guide the behaviour of a person or business.
2	What is ethical trading	Conducting business in a fair and responsible way.
3	How does a trade off happen	A balance between two different or opposing objectives, such as making a profit & spending money on ethical activities that will enhance the business's reputation.
4	Define a profit margin	The proportion of revenue left over after costs have been deducted.
5	What is a Green Audit	A detailed review of a business's impact on the environment.
6	How can a business act in a sustainable manner	Acting to ensure that natural resources are used responsibly, to protect the environment for future generations.
7	What is a pressure group	A group who join together to try to influence business or government policy for a given cause.
8	How does lobbying affect business activity	People try to influence the governments or other organisations against certain rights.

Q1	Benefit or drawback? Identify whether each of the following statements are a potential benefit or drawback to a business that acts ethically and state why you believe this			
		Benefit	Drawback	Research and link to a company
	1.1 Improves reputation			
	1.2 Higher costs			
	1.3 Encourages potential investors			
	1.4 Training costs may increase			
	1.5 Increased sales			
	1.6 Improves employee motivation			
	1.7 Greater brand awareness			
	1.8 Profits potentially reduced			

Business Studies Homework

Autumn Term

Week 9: Product		
1	What is a product	Refers to the goods or services sold by a business.
2	What is the design mix	A triangle which contains three aspects of design that all products need to address in the research and development stage
3	How does function relate to a product	How well a product does its job.
4	How does aesthetics relate to a product	The visual attractiveness of something.
5	Why is cost important for a product	Producing the product for a cost that allows the business to make a profit.
6	What is the 'Product Life Cycle'	Plots the sales of a product through the four stages of its life.
7	What happens in the 'Introduction' phase	Covers the research, development and launch of a new product.
8	What happens in the 'Growth' stage	The product becomes increasingly popular and sales may rise rapidly.

Q1	Fill in the gaps
Deciding on the _____ to sell is a very important decision that every business will need to make. When developing products, it is very important for a business to consider the _____ mix, to ensure the product meets the precise needs of its _____ customers. This will give the product a greater chance of being _____ when launched onto the market. For each product, there needs to be a balance between the _____, i.e. how the product works, the _____, how the product looks and feels and the _____, how much the product costs to make and whether it is cost effective to produce. The product life _____ is important to businesses when making decisions regarding the marketing _____, such as what _____ to charge or the level and type of promotion to use. In addition, it may be necessary for a business to use _____ strategies, if a product enters the _____ phase, to lengthen its product life cycle. Businesses will often try and _____ their products, by making them different to what is already available to buy. This can be achieved by adding new features to a product, distinctive packaging or clever branding. If a business is operating in a _____ market, it is extremely important that its products have a _____ selling point (USP) to make sure they stand out from rivals.	
Choose from: extension; successful; mix; unique; price; function; cost; differentiate; competitive; design; decline; cycle; product; aesthetics; target	

Q2	What's your opinion? Explain your opinion on these questions about the design mix
2.1 Why do you think cost and function might be more important than aesthetics to a manufacturer of a mobile phone priced at £10? (6 mark) 2.2 Analyse the impact on a business of improving the quality of its products. (6) 2.3 Evaluate whether businesses should prioritise low production costs when designing new products. (9) 2.4 Analyse the impact on a business of developing unique product features. (6)	

Business Studies Homework

Autumn Term		
Week 10: Price (part i)		
1	What are pricing strategies	The way in which a business decides on the price of a product or service.
2	What is a high volume pricing strategy	This involves producing a lot of a product at a low cost, using economies of scale.
3	What is a high margin pricing strategy	Involves maximising the difference between the production cost of each product and the price for which it can sell the product.
4	What are the influences on pricing strategies	Technology which allows UBER to use dynamic pricing according to demand. Competition which provides consumers with more choice. Added Value which reflects how much additional value the given product has e.g. through differentiation, branding, being hand made and so on.
5	What is the mass market	A large market where customers have similar needs and characteristics.
6	What does generic mean in a business term	A characteristic relating to an entire group, not specific.
7	What is a niche market	A small market where customers have very specific needs and characteristics.
8	How can a business segment the market	The process of dividing a target market into smaller categories by grouping together consumers with a particular need or interest.

Q1	High v low price? Identify which pricing strategy the following businesses are most likely to use and why they would adopt this strategy		
		High price	Low price
	Vauxhall Astra car		
	Primark		
	Waitrose		
	ASDA		
	Ferrari		
	Armani		

Q2	True or false? Identify if the following statements are true or false	
	3.1 When a product has a recognisable brand name, a higher price can be charged	
	3.2 When there is a lot of competition within a market, a business can raise its prices	
	3.3 When a product is aimed at customers with a high income, higher prices can be charged	

Business Studies Homework

Autumn Term		
Week 11: Price (part ii)		
1	Explain cost-plus pricing	Adding a profit margin to production costs.
2	Explain penetration pricing	Setting a low price to attract customers quickly.
3	Explain price skimming	Charging a high price when a product is first launched.
4	Explain competitive pricing	Setting prices based on competitors' prices.
5	What is demand for a product	The willingness and ability of customers to buy a product.
6	How does competition affect businesses	Rival businesses selling similar products affects the price a business will sell their products at.
7	How does dynamic pricing work	Changing prices in response to market conditions.
8	What does value for money mean	The relationship between quality received and price paid.

Q1	Exam question (to be completed in your homework book)
	Ikea is cutting the average selling price of its furniture worldwide as inflationary pressures ease for the flat-pack retailer even as economic conditions worsen. Sales at the world's largest furniture retailer increased by 6.6% to €47.6bn in the year to the end of August, but only thanks to higher prices as volumes fell. Ikea was forced to go against its practice of lowering prices over time during the Covid-19 pandemic when higher costs for raw materials and transport led it to pass on the increases to customers, an uncomfortable position for the retailer. "We came into 2023 with higher prices than we wanted. We have lowered prices at the end of 2023 and into 2024. Supply costs started to come down for us," said Jon Abrahamsson Ring, chief exec of Inter Ikea, the owner of the brand and concept. Jesper Brodin, chief executive of the main Ikea retailer Ingka, added: "These are times to buckle up. It's not going to be an easy ride in the next few years. What I see this year is due to interest rates being where they are our customers are challenged. So we have been taking down our prices, every market is investing in lower prices." Ikea executives said that the sharp input price increases they had experienced in recent years were reversing, allowing them to start cutting their own prices from a high level and start offering all products again after a period with poor availability due to supply challenges. Ikea is also bucking the trend of many retailers cutting back on the number of stores they operate. Ingka, which operates 537 stores of various sizes, opened 60 new locations last year including city-centre stores in Copenhagen, Madrid and San Francisco as well as smaller-plan and order points. "It is like the death of the book," said Brodin, referring to prophecies about the end of the store. The number of visits to its stores increased 7% to 697mn last year while Ikea is increasingly using them as fulfilment and logistics centres for its online business. Ikea has undergone a wide-ranging transformation in the past five years, moving away from purely offering big-box stores out of towns to having more shops in city centres and offering more services such as delivery, assembly and planning to customers.
	Qu 1a) Analyse the impact on Ikea of its decision to increase its prices (6) Qu 1b) Outline one impact changing levels of interest rates will have on Ikea. (2) Qu 1c) Evaluate whether Ikea's decision to reduce prices is likely to increase its sales revenue. Use the information in the extract and your own knowledge. (9)

Business Studies Homework

Autumn Term

Week 12: Promotion (part i)

1	What is promotion	The ways in which a business communicates its products and services to its customers.
2	What are promotion strategies	The group of techniques that a business uses to make customers and potential customers aware of and interested in its products and services.
3	How does advertising work	When a business pays to use adverts to communicate with customers.
4	What does emotive language mean	Language intended to affect people at an emotional level, usually using adjectives such as crazy, cutting edge or cool.
5	What does medium mean in a business context	The way in which something can be communicated (media – plural of medium). Examples: TV 24%, Radio 3%, Digital 50%, Print 16%, Roads 6%.
6	What is sponsorship	When a business supports an event, activity, person or organisation, either financially or by providing its products or services.
7	How do product trials work	Free access to or the giveaway of a product.
8	What are special offers	These sales promotions are a short-term special offer, usually in the form of a discount, used by businesses to attract customers to buy a product or service.

Q1	Which strategy? Identify which type of promotion each statement relates to			
		Targeted advertising online	Viral advertising (via social media)	E-newsletter
	2.1 A multinational car manufacturer launches a new car model via an online video on Facebook			
	2.2 An international charity sends information and updates via e-mail to people who donate			
	2.3 A national sports venue targets spectators/customers with digital promotions			

Q2	Promotion Detective
	Choose one advertisement you have seen this week on TV / Youtube / During a film. Answer the following questions in full sentences in your homework book. 1. What product or service is being promoted? 2. Who is the target market? 3. What promotional method is being used? 4. What persuasive techniques are used? (e.g. humour, celebrity, emotional appeal, discounts) 5. Do you think the promotion is effective? Explain why.

Business Studies Homework

Autumn Term		
Week 13: Promotion (part ii)		
1	What is social media marketing	Using social media platforms to promote products.
2	How does publicity work for a business	Any communication about a business that is created by the business, its customers or a third party.
3	What is targeted advertising	Advertising aimed at a specific customer group.
4	What is branding	The personality or image of a product, generated through marketing activities.
5	What is brand personality	Helps consumers identify with a product and a certain set of characteristics with that brand, such as quality, fun, sophistication.
6	How does viral advertising work	Advertising using social networking to increase sales or boost brand awareness.
7	What is product placement	Placing a product where the consumer will be exposed to it: often works with sponsorship: i.e. Aston Martin in James Bond films
8	What is the target audience	The demographic group the business is targeting as customers

Q1	Exam question (to be completed in your homework book)
	J Sainsbury said stronger volume growth was offsetting lower inflation as it posted a 7.4 per cent increase in sales during the festive quarter, boosted by its premium ranges and promotions. Grocery sales at the UK's second-largest supermarket chain were up 9.3 per cent in the 16 weeks to January 6, but the group's overall figure was dragged down by a 0.6 per cent decline in general merchandise sales, including Argos, and a 1.7 per cent fall in clothing. Total retail sales excluding fuel were up 6.5 per cent during the period. Chief executive Simon Roberts, who has been focusing on sharpening Sainsbury's food offering over the past three years, said the retailer entered 2024 "with good momentum". It has also expanded its Aldi Price Match this month to include more than 550 products as it seeks to attract more cash-conscious shoppers to its stores and prevent existing ones from defecting to rivals. UK supermarkets have been cutting some prices as food inflation comes down, but major grocers Sainsbury's and Tesco have also been deploying loyalty schemes such as Nectar and Clubcard to keep food bills low while harnessing shoppers' data
	Qu 1a) Analyse a positive impact on Sainsbury's of its 'Aldi price match' (3) Qu 1b) Analyse the impact on Sainsbury's of having a loyalty card scheme for customers (6) Qu 1c) Outline one benefit to Sainsbury's of using promotional offers to attract customers. (2) Qu 1d) Analyse the impact on Sainsbury's of expanding its Nectar loyalty scheme. (6) Qu 1e) Evaluate whether promotional strategies are more important than low prices in helping Sainsbury's compete with Aldi. Use the information in the extract and your own knowledge. (9)

Business Studies Homework

Autumn Term		
Week 14: Place		
1	What does place mean in the marketing mix	How a business gets its products to its customers.
2	Explain the term e-commerce	Using the internet to carry out business transactions.
3	Explain the term m-commerce	Using mobile technologies, such as smartphones and tablets to carry out business transactions.
4	What is retailing	Selling products or services to customers in a physical shop.
5	Explain the term e-tailer	Retailing to customers through the internet, such as through an e-commerce website.
6	How does markup work for a business	The amount of money added to the cost price of a product or service to make the final retail price.
7	Explain the term third-party platform	An e-commerce website or service that is run by an unrelated business.
8	How does a wholesaler work	Purchasing large quantities of supplies from producers and selling them on in smaller quantities.

Q1	Copy the diagram below and fill in the missing blanks, using the terms given at the bottom, and answer the questions which follow
	CHANNELS OF DISTRIBUTION DIAGRAM 1 <

Computer Science Homework

Autumn Term

Week 1-2

CPU	Central Processing Unit; the part of the computer that processes instructions and controls operations.
Processor	Another name for the CPU; the main chip that carries out processing.
Input device	Hardware that sends data or instructions into a computer system.
Output device	Hardware that presents processed information to a user or the physical world.
Secondary storage	Non-volatile storage, such as an SSD or hard drive, used to store files long term.
Processing	The stage where input data is used to produce a result or decision.
Volatile	Data is lost when the power is switched off.
Peripheral	A device connected to a computer system, such as a keyboard, mouse or printer.
Computer system	Hardware and software working together to input, process, store and output data.

Questions

1	Define CPU and explain its main purpose in a computer system.	[4]
2	For each device, state whether it is input, output or secondary storage: keyboard, monitor, SSD, microphone, printer, hard drive.	[6]
3	A pupil says, "The CPU stores all my photos and games permanently." Explain why this is incorrect.	[5]
4	Describe the input -> processing -> output model using a calculator app as your example.	[6]
5	Explain why the CPU is sometimes called the brain of the computer. Include two reasons.	[4]
6	Compare input and output devices. Give two examples of each in your answer.	[6]
7	Explain the difference between volatile memory and secondary storage.	[5]
8	A keyboard is connected to a computer. Explain why it is a peripheral and not part of the CPU.	[4]
9	A user edits a photo. Describe how input devices, the CPU, secondary storage and output devices may be used during this task.	[7]
10	Give three examples of data a CPU might process and explain one of them in more detail.	[3]

Computer Science Homework

Autumn Term

Week 3-4

Keyword	Definition	Keyword	Definition
Data type	The kind of value a variable can store, such as integer, real, Boolean, character or string.	Assignment	Giving a value to a variable, for example <code>score = score + 1</code> .
Integer	A whole number, for example 156, 0 or -54.	Input	Data entered into a program by a user or another system.
Real / float	A number with a decimal or fractional part, for example 1.5 or -68.4.	Output	Data displayed or sent out by a program.
Boolean	A value that can only be True or False.	Casting	Converting data from one type to another, such as string to integer.
Character	A single character, such as A, b, 3, ! or a space.	MOD	The remainder after integer division, for example <code>17 MOD 5 = 2</code> .
String	Zero or more characters stored together, usually inside quote marks.	DIV	Integer division giving the quotient only, for example <code>17 DIV 5 = 3</code> .
Variable	A named memory location whose value can change while a program runs.	Concatenation	Joining strings together, often using <code>+</code> .
Constant	A named value that cannot change while the program is running.	Comment	Text ignored by the computer but used to explain code to programmers.

Questions

1	State the most suitable data type for each value: a) 42 b) 3.75 c) True d) "Murray" e) "A".	[5]
2	Explain the difference between a variable and a constant. Give one suitable example of each in a program.	[4]
3	A program stores <code>price = 7.99</code> , <code>quantity = 4</code> and <code>inStock = True</code> . State the data type of each variable and explain why that type is suitable.	[6]
4	Calculate the values of a, b, c, d and e after these statements: <code>a = 29 MOD 6</code> ; <code>b = 29 DIV 6</code> ; <code>c = (8 + 4) * 3</code> ; <code>d = 18 / 3 + 2^3</code> ; <code>e = "7" + "2"</code> .	[5]
5	A user enters their age using <code>input()</code> . Explain why the value may need to be converted before it is used in a calculation. Write one line of pseudocode that inputs age as an integer.	[4]
6	Trace this algorithm if the user enters 6, 5 and 13. Show the final output values of x, y, z and w. <code>a = int(input())</code> <code>b = int(input())</code> <code>c = int(input())</code> <code>x = a * b + c</code> <code>y = (c - b) / a</code> <code>z = x DIV 5</code> <code>w = x MOD 5</code> <code>print(x); print(y); print(z); print(w)</code>	[8]
7	For <code>word = "Programming"</code> , state the result of: a) <code>word.length</code> b) <code>word.left(4)</code> c) <code>word.right(3)</code> d) <code>word.substring(2,5)</code> .	[4]
8	Write pseudocode that asks for a first name and surname, then outputs the name as: initial + space + surname. The initial should be uppercase and the surname should have an uppercase first letter with the rest lowercase.	[6]

Computer Science Homework

Autumn Term

Weeks 5-6

Keyword	Definition
ALU	Arithmetic Logic Unit; performs arithmetic calculations and logical comparisons.
CU	Control Unit; coordinates the CPU and controls the flow of instructions and data.
Cache	Small, very fast memory close to or inside the CPU, used for frequently needed data/instructions.
Register	Tiny, very fast storage location inside the CPU.
Arithmetic operation	A calculation such as addition, subtraction, multiplication or division.
Logical operation	A comparison or decision, such as checking whether one value is greater than another.
RAM	Main memory that stores programs and data currently in use; usually slower than registers/cache.
Control signal	A signal sent by the Control Unit to coordinate actions inside the computer.
Performance	How quickly and efficiently a computer can process tasks.

Questions

1	State what ALU stands for and describe two jobs it performs.	[5]
2	State what CU stands for and explain its role in the CPU.	[5]
3	Explain why cache can improve CPU performance.	[5]
4	Compare cache, registers and RAM. Include speed and size in your answer.	[7]
5	For each task, identify the most relevant CPU component: add two numbers; compare two values; coordinate instruction flow; hold a tiny value currently being used; store frequently used instructions.	[5]
6	A pupil says, "Cache is the same as secondary storage because both store data." Explain why this is wrong.	[5]
7	Explain why registers are useful during processing, even though they can only store tiny amounts of data.	[5]
8	A program calculates whether a score is high enough to pass. Describe how the ALU and CU could both be involved.	[5]
9	Explain why cache is usually more expensive per byte than secondary storage.	[4]
10	Name two CPU components and explain how each helps the CPU process instructions.	[4]

Computer Science Homework

Autumn Term

Weeks: 7-8

Keyword	Definition
Sequence	Statements run one after another in the order they are written.
Selection	A control structure that chooses which branch to run based on a condition.
Iteration	A control structure that repeats instructions; also called a loop.
Boolean expression	An expression that evaluates to True or False.
Comparison operator	Operator used to compare values, such as ==, !=, >, >=, < or <=.
Assignment	Storing a value in a variable, for example score = 10.
IF / ELSEIF / ELSE	Selection statements used to test one or more possible conditions.
Nested selection	An IF statement placed inside another IF statement.
AND / OR / NOT	Boolean operators used to combine or reverse Boolean expressions.
Switch/case	A selection structure used to choose from several fixed alternatives.
Random number	A value generated unpredictably within a given range, such as random(1,6).
Library	A collection of pre-written functions that can be imported and used.

Questions

1	State the three main programming control structures and give one short example use for each.	[6]
2	For each operator, write its meaning and the result of the expression: == with 8 == 8; != with 8 != 8; > with 9 > 4; <= with 7 <= 3.	[8]
3	A pupil writes age = 15 and age == 15. Explain the difference between these two statements.	[4]
4	Evaluate each Boolean expression as True or False: (72 >= 70) AND (55 >= 70); (40 < 50) OR (40 > 90); NOT(6 == 6); NOT(12 < 10) AND (9 != 3).	[4]
5	Trace this algorithm and state the final output: mark1 = 64, mark2 = 82, average = (mark1 + mark2) / 2; if average >= 80 print("Distinction") elseif average >= 60 print("Merit") else print("Pass").	[5]
6	A cinema ticket costs £5 for a child on a weekday, £6 for a child at the weekend, and £9 for anyone else. Write nested IF pseudocode using customerType and day.	[7]
7	A login system chooses three random password positions. Write a condition that only prints "Welcome" if match1, match2 and match3 are all True. Then describe two weaknesses if the random positions are not checked.	[6]
8	Write pseudocode to input a year and output whether it is a leap year. Use MOD with these rules: divisible by 400 = leap year; divisible by 100 = not leap year; divisible by 4 = leap year; otherwise not leap year.	[10]

Computer Science Homework

Autumn Term	
Week 9-10	
Keyword	Definition
Client	A device or program that requests services or data from a server.
Server	A computer that manages access to a centralised resource or service.
Peer	A device with equal status to others; it can request and provide services.
Client-server	A network model where clients request services from central servers.
Peer-to-peer	A network model where devices share resources directly without a dedicated central server.
Centralised backup	A backup system managed from one main location/server.
Centralised security	Security settings/software managed from a central place.
Network traffic	The amount of data moving across a network.

Questions

1	Define client, server and peer in the context of computer networks.	[6]
2	Describe how a client-server network works when a student opens a file stored on a school file server.	[5]
3	Describe how file sharing might work on a peer-to-peer network.	[4]
4	Compare client-server and peer-to-peer networks for file management, backups and security.	[9]
5	A small family wants to share photos between three laptops at home. Explain why peer-to-peer may be suitable.	[5]
6	A school has 1,200 users, shared printers and sensitive student files. Explain why client-server is likely to be more suitable.	[7]
7	State two disadvantages of client-server networks and two disadvantages of peer-to-peer networks.	[8]
8	Draw two small diagrams: one showing client-server and one showing peer-to-peer. Label clients/servers/peers.	[6]

Computer Science Homework

Autumn Term

Weeks: 11-12

Keyword	Definition
Sequence	Statements run one after another in the order they are written.
Selection	A control structure that chooses which branch to run based on a condition.
Iteration	A control structure that repeats instructions; also called a loop.
Boolean expression	An expression that evaluates to True or False.
Comparison operator	Operator used to compare values, such as ==, !=, >, >=, < or <=.
Assignment	Storing a value in a variable, for example score = 10.
if / elseif / else	Selection statements used to test one or more possible conditions.
Nested selection	An IF statement placed inside another IF statement.

Questions

1	A student writes this sequence: height = 12, width = 8, area = height * width, print(area). Explain why this is an example of sequence and state the value output.	[5]
2	For each expression, state True or False: a) 12 >= 12 b) 7 != 7 c) 9 < 14 d) 20 == "20".	[4]
3	A cinema gives an adult ticket for age 18 or over, otherwise it gives a child ticket. Write pseudocode using IF, ELSE and ENDIF.	[6]
4	A program awards grades using score: 80+ = Distinction, 60-79 = Merit, 40-59 = Pass, below 40 = Fail. Write an IF / ELSEIF / ELSE selection structure for this.	[8]
5	Evaluate these Boolean expressions and briefly justify each: a) (mark >= 50) AND (attendance >= 90) where mark = 55 and attendance = 88. b) NOT(loggedIn) OR isAdmin where loggedIn = True and isAdmin = False.	[6]
6	A theme park price is £12 for children. Adults pay £20, but adults with a voucher pay £15. Write pseudocode using nested selection to set the correct price.	[7]
7	A menu lets the user enter A, B or C. Explain why a switch/case statement could be suitable, then write brief pseudocode for three cases and a default error message.	[6]
8	A game needs to simulate two six-sided dice. Write pseudocode to generate both random values, calculate their total, and output "Double" if both dice show the same value.	[8]

Dance Homework

Autumn Term		
Week 1:		
1	What are Physical skills?	Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.
2	Write the definition of Mobility.	The range of movement in a joint; the ability to move fluently from action to action.
3	Write the definition of Isolation	An independent movement of part of the body.
4	Write the definition of Stamina	Ability to maintain physical and mental energy over periods of time.
5	Write the definition of Strength	Muscular power.
6	Write the definition of Flexibility	The range of movement in the joints (involving muscles, tendons and ligaments).
7	Write the definition of Alignment	Correct placement of body parts in relation to each other.
8	Write the definition of Balance	A steady or held position achieved by an even distribution of weight.
Week 2:		
1	Write the definition of Posture	The way the body is held.
2	Write the definition of Extension	Lengthening one or more muscles or limbs.
3	Write the definition of Control	The ability to start and stop movement, change direction and hold a shape efficiently.
4	Write the definition of Coordination	The efficient combination of body parts.
5	What is the mnemonic which will help you remember all the Physical Skills?	MISS FAB PECC
6	What are Technical Skills?	These include accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way.
7	What is the mnemonic which will help you remember all the Technical Skills?	MR TRADS
Practical homework: You will receive practical homework every two weeks. This homework will be set on Google Classrooms and will directly relate to the practical work you are competing in lessons. You will be assessed on your practical homework via a performance in lesson time. Please see Google Classrooms for your practical homework instructions.		
Week 3:		
1	What are included in Technical Skills?	- Relationship content, - Actions / Action content,

		• Dynamics / Dynamic content, • Space / Spatial content, • Timing, • Movement in a stylistically accurate way, • Rhythmic content
2	Write the definition of Relationship content	The ways in which dancers interact; the connections between dancers.
3	Write the definition of Actions / Action content	What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.
4	Write the definition of Dynamics / Dynamic content	The qualities of movement; based upon variations in speed, strength and flow.
5	Write the definition of Space / Spatial content	The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns.
6	Write the definition of Timing	The use of time or counts when matching movements to sound and/or other dancers.
7	Write the definition of Movement in a stylistically accurate way	Showing the correct and safe technique when using a characteristic way of dancing. E.g. Contemporary dance and not tap dance
8	Write the definition of Rhythmic content	Repeated patterns of sound or movement.
Week 4:		
1	What are Expressive Skills?	Aspects that contribute to performance artistry and that engage the audience, such as focus and musicality.
2	Write the definition of Projection	The energy the dancer uses to connect with and draw in the audience.
3	Write the definition of Phrasing	The way in which the energy is distributed in the execution of a movement phrase.
4	Write the definition of Focus	Use of the eyes to enhance performance or interpretative qualities.
5	Write the definition of Facial expression	Use of the face to show mood, feeling or character.
6	Write the definition of Spatial awareness	Consciousness of the surrounding space and its effective use.
7	Write the definition of Musicality	The ability to make the unique qualities of the accompaniment evident in performance.
8	Write the definition of Sensitivity to other dancers	Awareness of and connection to other dancers.
9	Write the definition of Communication of choreographic intent	Including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) and how the aim of the dance is communicated to the audience
Practical homework: Please see Google Classrooms for your practical homework instructions.		
Week 5: Choreography		
1	Write the definition of Choreographic Process	Activities involved in creating dance such as improvisation, selection and development.
2	Write the definition of Researching	Studying a choreographic idea in detail (this could lead you to find a theme for your dance)
3	Write the definition of Improvising	Moving spontaneously without preparation

4	Write the definition of Generating	Creating and putting movement together
5	Write the definition of Selecting	Choosing particular movement phrases that best suit your theme
6	Write the definition of Developing	Manipulating movements in a variety of ways
7	Write the definition of Structuring	Piecing sections of your dance together to help show your theme
8	Write the definition of Refining and synthesising	Making changes to improve and clarify your choreography.

Week 6:

1	Write the definition of Choreographic Devices	Methods used to develop and vary material.
2	Write the definition of Motif development	Ways in which a movement phrase can be varied
3	Write the definition of Repetition	Performing the same action or phrase again
4	Write the definition of Highlights	Important moments of a dance
5	Write the definition of Climax	The most significant moment of the dance
6	Write the definition of Manipulation of number	How the number of dancers in a group is used
7	Write the definition of Unison and Canon	Two or more dancers performing the same movement at the same time / When the same movements overlap in time
8	What is the mnemonic which will help you remember all the Choreographic Devices?	My Red Coat Helps Catch My UniCorn

Practical homework:

Please see Google Classrooms for your practical homework instructions.

Week 7: Relationships

1	What is the definition of Relationships	The ways in which dancers interact; the connections between dancers
2	What is the definition of Lead and follow	Movements which require one dancer to lead and the other partner(s) to follow
3	What is the definition of Mirroring	When dancers do the same action at exactly the same time - as if looking at their reflection in a mirror
4	What is the definition of Accumulation	When a dancer performs a series of movements and others join in at different times until all perform in unison
5	What is the definition of Action and reaction	When one dancer performs an action which initiates a response from another for example, one dancer push into space, other dancer falls back

Week 8: Relationships

1	What is the definition of Counterpoint	When dancers perform different phrases simultaneously
2	What is the definition of Complement	Perform actions or shapes that are similar to but not exactly the same as another dancer's
3	What is the definition of Contrast	Movements or shapes that have nothing in common
4	What is the definition of Contact	When dancers make physical contact / touch in movements
5	What is the definition of Formations	Shapes or patterns created in space by dancers.

6	What is the mnemonic which will help you remember all the Relationships?	Little, Minions, And, Aliens, Cause, Chaos, Creating, Fun
Practical homework: Please see Google Classrooms for your practical homework instructions.		

Autumn Term		
Week 9:		
1	What is the definition of Structuring Devices	The ways in which a dance is made, built, ordered or organised.
2	What is the definition of Binary	A composition in two parts or sections.
3	What is the definition of Ternary	A composition in three parts.
4	What is the definition of Rondo	A music or dance form with alternating and repeating sections eg verse and chorus.
5	What is the definition of Narrative	Dance that tells a story.
6	What is the definition of Episodic	A choreography with several sections, linked by a theme.
7	What is the definition of Beginning/ middle/ end	A dance with 3 clear, sequential sections
Week 10:		
1	What is the definition of Safe execution	Carrying out actions safely
2	What is the definition of Safe working practice	Personal care, respect for others, safe execution and preparation and recovery from dancing
3	What is included in Safe working practices (during performance)	• safe execution • appropriate dancewear, including: • footwear • hairstyle • absence of jewellery.
4	What is included in Safe working practices (during process)	• warming up • cooling down • nutrition • hydration.
Practical homework: Please see Google Classrooms for your practical homework instructions.		
Week 11: The Anthology Work: Shadows		
1	What is a stimulus in dance?	A starting point
2	What was the stimulus for Shadows?	The music - Arvo Part's <i>Fratres</i> for violin and piano was the starting point for the work. For Bruce, the music "evokes images of a European history and tradition steeped in over a thousand years of suffering and human experience."

3	What is a Choreographic Approach?	The way in which a choreographer makes the dance.
4	What was the choreographic approach for Shadows?	Bruce does not prepare movement before entering the studio, preferring to wait and work with the dancers so that he can be influenced by them. For Bruce, as well as being appropriate to the piece, the movement must also sit well on the dancers.
5	What is the definition of lighting?	The illumination of the performance area
6	Who designed the lighting in Shadows?	Designed by John B Read
7	Describe the lighting in Shadows.	The lighting across the stage is dimly lit throughout Shadows. There is a bright side light down stage right creating a corridor of light across the floor to upstage left. There is a soft pool of light above the table and stools. At the end of the piece a white pool of light shines on the family as the walk down stage.
8	What are the contributions of lighting in Shadows?	• The stage is never fully lit and emphasises the families poverty. • The dim lighting compliments the sad sorrowful mood. • The bright side light from DSR highlights the family awaiting bad news; this is emphasised by shadows passing the light during the performance. • The soft pool of light, highlighting the set suggests a glimmer of hope, emphasising the strength and positivity the family feel when they come together around the table. • The white pool of light at the end suggests the harsh reality of what the family are about to face as they slowly walk towards it.
Week 12:		
1	What is the definition of costume?	Clothing worn by dancers in performance.
2	Who designed the costume in Shadows?	Designed by Christopher Bruce
3	Describe the costume in Shadows.	The costume is gender specific, depicting the era of the 1930s-1940s: simple shirts, skirts, trousers and dresses. Large oversized coats are worn at the end of the piece. Colours are muted and worn looking.
4	What are the contributions of lighting in Shadows?	• Gender specific costumes emphasising the key characters and family narrative in the piece. • Clothing is worn and faded symbolising deprivation and poverty. • The oversized coats emphasise the vulnerability of the son and daughter.
5	What is the definition of staging / set?	The presentation of dance in the performing space including set, furniture, props, projection and backdrop
6	Who designed the staging / set in Shadows?	Designed by Christopher Bruce
7	Describe the staging / set in Shadows.	Shadows uses a minimal set within a black- box (a simple set with bare walls and floor) The set includes a table, bench, two stools, a coat stand and suitcases – all worn looking and somewhat drab.
8	What are the contributions of staging / set in Shadows?	• The bare stage emphasises to the audience the hardship and poverty the family faces on a daily basis. • The table and stools suggest to the audience the strong family bond as we see the dancers get drawn back together at the table and stools. • The furniture creates a familiar and safe environment amongst the fear they are feeling.

		• The table and stools draws in the audience's attention highlighting the narrative of the choreography where relationships between family members unfold. • The lack of family comforts within the set and minimal furniture highlight poverty
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Practical homework:

Please see Google Classrooms for your practical homework instructions.

Week 13:

1	What is the definition of aural setting?	An audible accompaniment to the dance such as music, words, song and natural sound (or silence).
2	Who designed the aural setting in Shadows?	Arvo Part - He composed Fratres for violin and piano which was pre-recorded for use in performance.
3	Describe the aural setting in Shadows.	The music has no break in tempo, using broken chords and scales. There is a clear correlation between movement and accompaniment in terms of speed and dynamics, often used to introduce each character. The music is in a minor key throughout the piece.
4	What are the contributions of aural setting in Shadows?	• The continuous tempo emphasises the idea of the family awaiting something creating a tense mood allowing the audience to feel the suspense as the family awaits. • The minor key symbolises the dreary depressing mood of the piece. • The varying speeds and dynamics help introduce each character to the audience highlighting their emotional response to their situation

Practical homework:

Please see Google Classrooms for your practical homework instructions.

Drama Homework

Autumn Term

Week 1-2 An Inspector Calls - Characters

1	What is An Inspector Calls?	Written by J.B Priestly in 1945, first performed in 1946
2	Who is The Inspector?	Priestley's mouthpiece; advocates social justice; Socialist, moralistic, mysterious
3	Who is Mr Birling?	Businessman; capitalist; a self-made man (new-money). Capitalist, arrogant, prejudice, ignorant
4	Who is Mrs Birling?	Husband's social superior; believes in personal responsibility. Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless
5	Who is Sheila Birling?	Young girl; comes to change views and pities Eva; feels regret. Transformative, remorseful, socialist, sensitive, strong-minded, empowered
6	Who is Eric Birling?	Young man, drinks too much; forces himself on Eva Smith; regrets actions. Rebellious, reckless, immature, compulsive, desperate, disgraced, irresponsible
7	Who is Gerald Croft?	Businessman; engaged to Sheila; politically closest to Birling Aristocratic, evasive, secretive, dishonest, privileged, pragmatic
8	Who is Eva Smith?	Unseen; stands for victims of social injustice (changes her name to Daisy Renton; Suffragist, victim, emblematic, vulnerable, desperate, socialist

Contextual Factors

1	1912	Play set the night the Titanic sinks; just before WW1; just before strikes
2	1945	Play written; after WW2; start of welfare state; social equality more of a perceived need
3	What is Socialism?	Social responsibility: we should all look after one another and work together for the better
4	What is Capitalism?	Businesses should continue to make money in spite of human cost, we are all responsible only for ourselves
5	Class	Upper and lower social classes segregated
6	Age	Old vs young; new and old ideas set against each other
7	Attitudes to Women	Patriarchal society leading to misogyny
8	Who is JB Priestly?	An English novelist, playwright, screenwriter, broadcaster and social commentator

Homework Task:

You are playing the role of Mr Birling. Identify two ways you would use vocal skills to communicate your character in this extract. [4]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START (P2)

Arthur Birling: Giving us the port, Edna? That's right. (*he pushes it towards Eric..*)

END: Arthur Birling: here , I'm not a purple-faced old man.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 3-4 Key Themes

1	What is a Key Theme?	A recurring idea that is present throughout the work
2	Responsibility	Individual and collective responsibility within society; Priestley believed social responsibility – work together not against each other
3	Gender	Start of the play presents stereotypical view that women are the weaker sex; power struggle between genders
4	Class/Power/Wealth/Status	Early 20th century class divide. Priestley wanted to bridge the gap between upper and lower classes. Priestley wanted a fairer socialist world rather than a selfish capitalist one; he wanted to expose the immorality of the elite
5	Generations	Older generation are set in their ways; progressive younger generation are able to change
6	Morality	The distinction between right and wrong or good and bad behaviour
7	Lies and Secrecy	A secret is merely an omission i.e. you don't tell someone something you know, something you feel someone ought not to know. The effect of keeping that secret from someone might or might not have consequences.
8	Blame	Feel or declare that (someone or something) is responsible for a fault or wrong

Stagecraft/Key Devices

1	Lighting	<i>"The lighting should be pink and intimate until the inspector arrives, and then it should be brighter and harder."</i> P.161 The lighting changes to highlight the Inspector's impact on the family and to mirror his interrogative manner.
2	Dramatic Irony	The audience knows that Mr Birling's many predictions are wrong. Used to highlight ignorance and foolishness of the upper classes in Priestley's eyes.
3	Foreshadowing	Hints early in the play that things will go wrong later for the family 'so long as we behave ourselves, don't...start a scandal' p.167 Mr Birling
4	Euphemism	Using more mild words or phrases to replace blunt ones (Edwardian customs) 'a girl of that sort', 'women of the town' p.182 Gerald
5	Tension	A build up of excitement.
6	Climax	The most dramatic point in the play
7	Sound	Sound effects can be used to enhance meaning or provide tension - pre-recorded sound effect of telephone ringing
8	Costume	The prevailing fashion in coiffure, jewellery, and apparel of a period, country, or class

Homework Task:

(ii) You are going to play Sheila. She is newly engaged to Gerald Croft but slightly suspicious of him.

As a performer, give three suggestions of how you would use performance skills to show this from the start of the extract to the end.

You must provide a reason for each suggestion

[6]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START P2 :

Birling: Well, well – this is very nice. Very nice. Good dinner too, Sybil. Tell cook from me.

END

Gerald: Oh – I will, I will.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 5-6 Question A(i) & (ii)

1	What are Performance Skills?	How an actor uses their vocal and physical skills to demonstrate a range of emotions, character and relationships
2	What are Vocal Skills?	How an actor uses their voice to demonstrate a range of emotions, character, relationships.
3	What are Physical Skills?	How an actor uses their body to demonstrate a range of emotions, character, relationships.
4	What are Non-Verbal Communication Skills?	How an actor uses their body to demonstrate a range of emotions, character, relationships.

Vocal Skills

1	What is Pitch?	How high or low a voice is
2	What is Pace?	The speed of speech
3	What is Emphasis?	Stress on a word or phrase
4	What is Volume?	How loud or quiet a voice is
5	What is Accent?	Way of speaking in a country or local area
6	What is Clarity?	Clearness of the voice
7	Tone	The emotion within the voice
8	Pause	A break in speaking; a period of silence

Homework Task:

(ii) Mr Birling constantly attempts to assert his authority over the Inspector.

As a director, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space.

[12]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START: P16

Sheila: (*gaily*) What's this about streets? (*Noticing the Inspector.*) Oh – sorry. I didn't know.

END

Sheila: (*rather distressed*) Sorry! It's just that I can't help thinking about this girl – destroying herself so horribly – and I've been so happy tonight. Oh I wish you hadn't told me. What was she like? Quite young?

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 7: Physical Skills

1	What is Body Language?	Messages given by the position of the body
2	What is a Facial Expression?	Look on the face to show emotion
3	What is Eye Contact?	Where the eyes are looking to portray emotion
4	What is a Gesture?	A movement of the hand or arm which communicates a message.
5	What is a Mannerism?	A common movement used by a character to show personality
6	What is Proxemics ?	Distance between the characters on stage to give dramatic impact.
7	What is Posture?	How the body is held upright.
8	What is Stance?	The way in which an actor stands

Homework Task:

(ii) You are going to play Birling. He is growing frustrated with his children at this point in the play.

As a performer, give three suggestions of how you would use performance skills to show his feelings from the start of the extract to the end.

You must provide a reason for each suggestion

[6]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START: P50(ACT THREE)

Eric: You know, don't you?

END

Birling: (To Eric) All right. Go on.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 8: Q B (i) & (ii)

1	What is a Director?	Someone who supervises the actors and directs the action in the production of a show
2	What are Key Messages?	There is a strong central message of social responsibility. The director might decide to emphasise the power of the younger generation or the dangers of ignoring wider social problems.
3	What is Subtext?	Describes the unspoken thoughts and messages behind the text. Characters may say one thing but mean the complete opposite.
4	What is Genre?	An Inspector Calls is a social thriller/mystery. This evokes suspense and tension and includes a strong social message.
5	What is Style?	Naturalism - imitates real life, from the style of acting to detailed, realistic sets and costume.
6	What is Audience Awareness?	The director needs to know where the audience is positioned in order to decide on the positioning of sets and props as well as the blocking of performers.
7	What is Tension?	Build-up of excitement
8	What are Contextual Factors?	The background to a play is called its context, and this includes when and where the play is set

Homework Task:

During The Inspector's Final Speech on P56 -

Proxemics: Where would you position the Inspector on stage in relation to the Birling family during this speech? Explain your choice

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 9: Set Q B (i) & (ii)

1	What is a Box Set?	Box sets create the illusion of reality by connecting flats together.
2	What are Flats?	Wooden frames, joined together and covered with canvas, which can be painted.
3	What is Staging?	End On, Thrust, In The Round, Traverse, Promenade, SiteSpecific.
4	What is the Style of Set?	This could be minimal, stylised or naturalistic.
5	What are Areas of the stage?	CS, USC, DSC, USR, USL, DSR, DSL
6	What are Trucks?	Piece of scenery on wheels for ease of movement
7	What is a Revolving Stage?	Stage which turns in a circle.
8	What is a Rostra?	Blocks or platforms used to create levels.

Homework Task:

ai) You are playing the role of Mrs Birling. Identify two ways you would use vocal skills to communicate your character in this extract.

[4]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START:P50(ACT THREE)

Eric: You know, don't you?

END:

Birling: Neither do I. If you'd had any sense of loyalty-

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 10: Props

1	What are Set Props?	An item placed on the set, usually part of it e.g. a lamp, clock, picture
2	What are Personal Props?	Objects that are carried on by the actor; can be used to show status.
3	What is a Props Table?	A place that props are stored and organised
4	What is Visibility and Viability?	This relates to whether the prop can be seen and health/safety
5	Examples of Set Props	Painting of The Birlings, Grandfather Clock, Drinks Cabinet with Crystal Decanters & Glasses
6	Examples of Personal Props	Inspector - Notebook/Photograph. Sheila - Engagement ring & box. Other items - cigars, crystal tumblers

Homework Task:

(b) There are specific choices in this extract for a director.

(i) As a director, discuss how you would use one of the production elements below to bring this extract to life for your audience.

You should make reference to the context in which the text was created and performed.

Choose one of the following:

- **props/stage furniture.**

[9]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START: P2

Arthur Birling: Giving us the port, Edna? That's right. (*he pushes it towards Eric..*) you ought to like this port, Gerald, as a matter of fact, Finchley told me it's exactly the same port your father gets from him.

END:

Mrs Birling : (*smiling*) Very well, then. Just a little, thank you. (*to Edna, who is about to go, with tray.*) all right, Edna. I'll ring from the drawing room when we want coffee. Probably in about half an hour.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term		
Week 11: Lighting		
1	What is a Gobo?	Thin metal plate cut out in a pattern and placed in a lantern to project pattern or shape into the acting area.
2	What is a Gel?	Film placed in front of a lantern to change the colour of the beam.
3	What is a Fresnel?	A lantern that gives a soft-edged beam of light.
4	What is a Flood?	A lantern that gives a wide spread of light.
5	What is a Profile Spot?	A lantern that gives a hard-edged beam of light.
6	What is Timing (Snap, Cross Fade, Slow)?	Length of time it takes to light an acting area and/or black out an acting area.
7	What is Intensity?	The level of light used.
8	What is a Wash?	Wash of light across the stage

Homework task:

There are specific choices in this extract for designers.

Discuss how you would use one of the design elements below to enhance the production of this extract for the audience.

Choose one of the following:

- lighting

[14]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START: P20

Gerald: (smiling) Good!

END:

Inspector: No, it isn't. But some things are left to me. Inquiries of this sort, for instance.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 12: Sound

1	What is Live SFX?	Sound effects that are made live.
2	What is Pre-recorded SFX?	Sound effects that have been recorded in advance.
3	What is Live Music?	Music that is created live onstage with musicians
4	What is Pre-recorded Music?	Sound that has been created by music artists.
5	What are Levels (low, medium, high)?	The volume level.
6	What is Timing (Snap, Cross Fade, Slow)?	Length of time it takes to introduce sound and/or mute sound.
7	What is Pitch?	How high or low the sound is
8	What is Reverb?	Echo/distortion added to a sound

Homework Task:

There are specific choices in this extract for a director.

(i) As a director, discuss how you would use one of the production elements below to bring this extract to life for your audience.

You should make reference to the context in which the text was created and performed.

Choose one of the following:

- costume
- lighting
- Sound.

[9]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START: P15

Birling: (to Eric) Look – just you keep out of this. You hadn't even started in the works when this happened. So they went on strike. That didn't last long, of course.

END

Birling: (rather angrily) Unless you brighten your ideas, you'll never be in a position to let anybody stay or to tell anybody to go. It's about time you learnt to face a few responsibilities. That's something this public-school-and-varsity life you've had doesn't seem to teach you.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 13: Costume

1	What is Costume?	Clothing that is worn by anyone on the stage
2	What is Style?	The style of the clothing according to period/style - naturalistic/symbolic
3	What is Cut/Fit/Length?	The tailoring of the costume item
4	What is Fabric?	The material the costume item is made from
5	What is Colour?	The colour of the costume item
6	What is Jewellery?	Items used to show personality/status e.g. ring, necklace, bracelet etc.

Homework Task:

(c) There are specific choices in this extract for designers.

Discuss how you would use one of the design elements below to enhance the production of this extract for the audience.

Choose one of the following:

- lighting
- costume
- set.

[14]

Use your copy of the playscript to find the extract (there is a PDF on googleclassroom).

START: P63

Mrs Birling: I felt it all the time. He never talked like one. He never even looked like one.

END:

Eric: And so we have.

Check Google Classroom for any additional homework tasks.

Drama Homework

Autumn Term

Week 14: Q B (i) & (ii)

1	What is a Director?	Someone who supervises the actors and directs the action in the production of a show
2	What are Key Messages?	There is a strong central message of social responsibility. The director might decide to emphasise the power of the younger generation or the dangers of ignoring wider social problems.
3	What is Subtext?	Describes the unspoken thoughts and messages behind the text. Characters may say one thing but mean the complete opposite.
4	What is Genre?	An Inspector Calls is a social thriller/mystery. This evokes suspense and tension and includes a strong social message.
5	What is Style?	Naturalism - imitates real life, from the style of acting to detailed, realistic sets and costume.
6	What is Audience Awareness?	The director needs to know where the audience is positioned in order to decide on the positioning of sets and props as well as the blocking of performers.
7	What is Tension?	Build-up of excitement
8	What are Contextual Factors?	The background to a play is called its context, and this includes when and where the play is set

Homework Task:

Directing the Space (Proxemics & Set)

Priestley famously states that the lighting should change from "pink and intimate" to "brighter and harder" when the Inspector arrives.

In your revision notes, map out the staging for a chosen scene:

1. The Table Dynamics: Where is your chosen Birling sitting or standing in relation to the dining table? Are they trapped behind it, or pacing defensively?
2. Proxemics (Distance): Where does the Inspector stand? To show dominance, does he stand uncomfortably close (intrusive proxemics), or does he observe coldly from a distance?
3. Levels: How can you use levels to show the shift in power? (e.g., Does Arthur Birling start standing over the Inspector, only to sink into his chair as his power crumbles?)

Check Google Classroom for any additional homework tasks.

DT Homework

Autumn

Design and Technology: Homework 1

Design and Technology: Recall

Task 1: Answer the following questions using independent research

1	Which of the following is an example of automation: CAD software, crowdfunding, or fair trade?	
2	Define planned obsolescence in one sentence.	
3	State one way robotics can reduce costs in manufacturing.	
4	Which term describes raising money online from a large group of backers?	
5	Which of the following is an example of automation: CAD software, crowdfunding, or fair trade?	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 2

Design and Technology: Core Practice

Task 1: Answer the following questions using independent research

1	Describe two benefits to a company using robotics in production.	
2	Explain how planned obsolescence can affect consumer behaviour.	
3	Compare the sustainability impacts of fair trade products and mass-produced low-cost imports.	
4	Describe one advantage and one disadvantage of automation for workers.	
5	Calculate: If automation reduces labour costs by 20% and a company originally spent £1,000,000 on wages, how much is now saved?	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 3

Design and Technology: Apply It!

Task 1: Answer the following questions using independent research

You are advising a medium-sized UK furniture company deciding whether to invest in advanced robotics.

1	Explain two potential benefits the company would gain.	
2	Analyse one negative impact on the workforce.	
3	Recommend whether the company should proceed and justify your decision using both social and financial factors.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn
Design and Technology: Homework 4

Design and Technology: Explain it!

Task 1: Answer the following questions using independent research

Explain how planned obsolescence influences sustainability. (4 marks)		
1	Identify what planned obsolescence means.	
2	Link to effects on product lifecycle.	
3	Show impact on environment/resources.	
4	Connect to sustainability keyword. Keywords: product lifecycle, waste, sustainability, replacement.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 5

Design and Technology: Evaluate it!!

Task 1: Answer the following questions using independent research

Evaluate whether crowdfunding benefits small enterprises. (6 marks)		
1	Define crowdfunding.	
2	Present at least one advantage	
3	Present at least one limitation.	
4	Balance the arguments.	
5	Reach a justified conclusion. Keywords: innovation, investment, online, finance.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 6

Design and Technology: Compare it!

Task 1: Answer the following questions using independent research

Compare the impact of automation and robotics on employment. (5 marks)

1	Define automation and robotics.	
2	Give one effect on jobs for each.	
3	Highlight a similarity.	
4	Highlight a difference.	
5	Link back to employment impact.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 7

Design and Technology: Energy Generation - Recall

Task 1: Answer the following questions using independent research

1	Which fossil fuel is most commonly used in UK power stations for electricity generation?	
2	What is the primary energy transformation in a wind turbine?	
3	Multiple choice: Which of these is a renewable resource? (a) Coal (b) Biomass (c) Uranium	
4	Define the term "sustainability" in relation to energy generation.	
5	State one method of large-scale energy storage.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 8

Design and Technology: Energy Generation – Core Practice

Task 1: Answer the following questions using independent research

1	Describe what is meant by a non-renewable energy source.	
2	Explain why nuclear energy is often described as low-carbon but not renewable.	
3	Calculate the energy stored if a pumped storage system lifts 1500 kg of water by 100 m (use $g = 9.8 \text{ m/s}^2$).	
4	Compare the reliability of solar energy and tidal energy in terms of predictability.	
5	Explain one environmental impact of burning fossil fuels.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 9

Design and Technology: Energy Generation - Apply It

Task 1: Answer the following questions using independent research

A company is designing an off-grid cabin in a remote area with high levels of sunshine but limited rainfall.

1	Suggest the most suitable renewable energy source for electricity generation.	
2	Explain why hydro-electric power may not be feasible in this situation.	
3	Justify which energy storage system would best support the cabin's power supply.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker.

DT Homework

Autumn

Design and Technology: Homework 10

Design and Technology: Energy Generation - Describe

Task 1: Answer the following questions using independent research

Describe how tidal energy is generated for electricity production. (4 marks)		
1	Identify the key system parts.	
2	State how water movement produces kinetic energy.	
3	Link to turbine and generator action.	
4	Ensure reference to renewable and predictable. Keywords: tidal, turbine, generator, kinetic.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker.

DT Homework

Autumn
Design and Technology: Homework 11

Design and Technology: Energy Generation –Explain It!

Task 1: Answer the following questions using independent research

Explain why biomass can be considered both renewable and carbon-neutral. (6 marks)		
1	Define biomass as a source.	
2	State process of photosynthesis capturing carbon.	
3	Explain carbon released during combustion	
4	Link absorption vs release balance.	
5	Clarify renewable through regrowth.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker.

DT Homework

Autumn
Design and Technology: Homework 12

Design and Technology: Energy Generation – Evaluate

Task 1: Answer the following questions using independent research

Evaluate whether nuclear power should be expanded to meet UK energy demands. (8 marks)		
1	Outline how nuclear works (fuel, fission, low CO ₂).	
2	Assess advantages (reliability, energy density).	
3	Assess disadvantages (waste, cost, accidents).	
4	Balance environmental vs economic criteria.	
5	Reach justified overall conclusion. Keywords: nuclear fission, radioactive waste, reliability, sustainability.	

Task 2: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

DT Homework

Autumn

Design and Technology: Homework 13

Design and Technology: CAD

Task 1- Read the article below.

The Power of CAD in Modern Design

Computer-Aided Design (CAD) has fundamentally transformed the landscape of modern engineering, architecture, and manufacturing. By replacing traditional drafting tables with sophisticated software, CAD allows designers to create, modify, analyze, and optimize digital blueprints with unprecedented precision.

One of the primary advantages of CAD is its ability to transition seamlessly between 2D sketches and complex 3D models. Designers can manipulate objects in virtual space, viewing them from any angle and testing how components interact before a physical prototype is ever built. This process, known as virtual prototyping, drastically reduces material waste and speeds up production timelines. Furthermore, CAD software can simulate real-world stresses—such as heat, pressure, or fluid dynamics—ensuring that a product is structurally sound and safe.

Beyond pure geometry, CAD enhances collaboration. Digital design files can be instantly shared across global teams, allowing architects, engineers, and clients to give feedback in real time. The integration of CAD with Computer-Aided Manufacturing (CAM) means that digital designs can be directly translated into instructions for CNC machines and 3D printers, bridging the gap between imagination and physical reality. As technology advances, CAD continues to evolve with cloud computing and AI-driven generative design, remaining an indispensable tool for shaping the future.

Task 2: Answer the following questions

1	How does virtual prototyping in CAD benefit the manufacturing process?	
2	What is the primary difference between traditional drafting and using CAD software?	
3	In what ways does CAD software help ensure a product's safety before it is built?	
4	How do CAD and CAM work together to streamline production?	

Task 3: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker.

DT Homework

Autumn

Design and Technology: Homework 14

Design and Technology: Energy Generation

Task 1- Read the article below.

Harnessing Power: Energy Generation in Modern Design

Modern sustainable design is no longer just about reducing consumption; it is about active production. As the global demand for clean energy intensifies, architects, industrial designers, and engineers are shifting from passive efficiency to active energy generation. By embedding harvesting technologies directly into the built environment and everyday products, design is turning static objects into micro-power plants.

One of the most significant breakthroughs is the integration of Photovoltaics (BIPV). Instead of pinning bulky solar panels onto finished roofs, designers are using solar shingles, energy-generating windows, and kinetic facades that track the sun. These materials seamlessly blend aesthetics with utility, proving that sustainability does not require compromising visual appeal.

Beyond solar, kinetic energy harvesting is transforming urban spaces. Piezoelectric materials embedded in high-traffic pavements, subways, and dance floors convert the mechanical stress of human footsteps into electricity. On a larger scale, architectural designs are increasingly incorporating localized wind micro-turbines and geothermal heat pumps, allowing skyscrapers to capture localized environmental energy.

Ultimately, integrating energy generation into design redefines our relationship with infrastructure. It decentralizes the power grid, reduces transmission losses, and fosters urban resilience. When the objects and buildings we interact with daily can generate their own power, we move closer to a truly circular, self-sustaining economy.

Task 2: Answer the following questions

1	What is Building-Integrated Photovoltaics (BIPV), and how does it differ from traditional solar panel installation?	
2	How do piezoelectric materials generate electricity in an urban design context?	
3	What are two advantages of shifting from a centralized power grid to decentralized, energy-generating buildings?	
4	Why is the aesthetic integration of energy technology considered a crucial step for sustainable industrial and architectural design?	

Task 3: Additional NEA tasks are set on google classroom – Please check that you are up to date with the Tracker

Food Tech Homework

Autumn Term

Week 1: Food Preparation and Nutrition

Food Preparation and Nutrition: Recall

Task 1: Answer the following questions using independent research

1	What is the process called when protein is heated and its structure unfolds?	
2	At what temperature (roughly) does the process of coagulation usually begin for egg whites?	
3	What is the process where starch granules swell and burst when heated in liquid?	
4	State one reason why shortening (using fats) is important in pastry making.	
5	What is enzymic browning , and how can it be prevented in sliced fruit?	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 2: Food Preparation and Nutrition

Food Preparation and Nutrition: Core Practice

Task 1: Answer the following questions using independent research

1	Describe two differences between mechanical aeration and chemical aeration in cake making.	
2	Explain why gluten is essential for the structure of bread.	
3	If a sauce recipe calls for a roux (fat and flour), explain the scientific process that thickens the sauce as it boils.	
4	Compare the functional properties of butter vs. vegetable oils when making a cake using the creaming method.	
5	Explain why acid (like lemon juice) is often added when making a fruit jam or set curd.	

Task 2: Additional NEA tasks are set on Google classroom .

Food Tech Homework

Autumn Term

Week 3: Food Preparation and Nutrition

Food Preparation and Nutrition: Apply It!

Task 1: Answer the following questions using independent research

Scenario: Marcus is making a Lemon Meringue Pie. He overbeats his egg whites until they become watery, and his lemon curd filling has failed to set.

1	Suggest two specific scientific processes Marcus needs to focus on to fix his meringue and filling, with reasoning.	
2	Design a "troubleshooting" tip for Marcus to ensure his pastry remains "short" and crumbly rather than tough.	
3	Predict the consequences for the final texture of the meringue if even a small amount of egg yolk (fat) gets into the egg whites.	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 4: Food Preparation and Nutrition

Food Preparation and Nutrition: Explain it!

Task 1: Answer the following questions using independent research

What changes occur to the structure and appearance of a steak as it is cooked from raw to well-done?		
1	Identify the macronutrient involved	
2	Recall the stages of denaturation and coagulation.	
3	Write 2-3 clear features (e.g., color change, moisture loss, texture hardening).	
4	End by directly stating the final physical result.	

Task 2: Additional NEA tasks are set on Google classroom.

Food Tech Homework

Autumn Term

Week 5: Food Preparation and Nutrition

Food Preparation and Nutrition: Explain it!!

Task 1: Answer the following questions using independent research

Explain how an emulsion is formed and why an emulsifier is necessary to keep it stable (e.g., in Mayonnaise).		
1	Identify the ingredients in the emulsion	
2	Link to the structure of an emulsifier	
3	Contrast a stable emulsion with a "broken" or separated mixture.	
4	Use keywords: 'immiscible', 'hydrophilic', 'hydrophobic', 'lecithin'.	
5	Provide reasoning with consequence. Conclude by linking back to the smooth texture of the final product.	

Task 2: Additional NEA tasks are set on Google classroom – Please check that you are up to date with the Tracker

Food Tech Homework

Autumn Term

Week 6: Food Preparation and Nutrition

Food Preparation and Nutrition: Compare it!

Task 1: Answer the following questions using independent research

Compare the process of Caramelisation with Dextrinisation .		
1	Make two columns or clear paragraphs: Sugar (Caramelisation) vs. Starch (Dextrinisation).	
2	Note that both involve dry heat and result in browning.	
3	Identify the specific sources: Sucrose/Sugars for caramelisation; flour/starches for dextrinisation.	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 7: Food Preparation and Nutrition

Food Preparation and Nutrition: Practical - Recall

Task 1: Answer the following questions using independent research

1	Identify three high-level practical skills.	
2	What are the four main sensory properties used to evaluate a finished dish?	
3	Multiple choice: Which of these is a 'complex' preparation skill? A) Boiling an egg B) Making a roux sauce C) Peeling a potato D) Opening a tin	
4	State one reason why 'mise en place' is essential for a successful 3-hour practical exam.	
5	Name one specific safety precaution when using a food processor for pastry.	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 8: Food Preparation and Nutrition

Food Preparation and Nutrition: Practical – Core Practice

Task 1: Answer the following questions using independent research

1	Describe two ways to demonstrate 'accuracy and precision' when portioning a garnish.	
2	Explain why using a temperature probe is a vital skill for NEA2 quality control.	
3	Calculate the time needed: If a dish takes 45 mins to cook and 15 mins to rest, when must it be in the oven for a 12:00pm serve?	
4	Compare the skill level required for making a 'shortcrust pastry by hand' vs. 'puff pastry from scratch'.	
5	Explain why 'dextrinisation' is an important evaluation term when describing roasted root vegetables.	

Task 2: Additional NEA tasks are set on Google classroom.

Food Tech Homework

Autumn Term

Week 8: Food Preparation and Nutrition

Food Preparation and Nutrition: - Apply It

Task 1: Answer the following questions using independent research

Scenario: A student is preparing a 3-course Italian menu. They are struggling to manage the timings for their homemade pasta and a reduction sauce simultaneously.		
1	Identify two high-level skills they are demonstrating in this menu.	
2	Recommend three practical steps they should take in their 'Time Plan' to ensure both elements are served hot.	
3	Explain how they can evaluate the 'Al Dente' texture of the pasta using professional Terminology.	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 10: Food Preparation and Nutrition

Food Preparation and Nutrition: Practical - Describe

Task 1: Answer the following questions using independent research

Explain how you ensured food safety and quality during the preparation of a high-risk dish. (6 marks) Use the following skill categories to help write the evaluation and try to use the key words.		
1	Preparation -Precision, uniform, systematic, organised,hygienic.	
2	Cooking - Consistency, reduction, aeration, emulsification, coagulation.	
3	Evaluation - Consequently, therefore, illustrates, demonstrates, enhances.	
4	How could you improve safety?	
5	How can you remind yourself in a practical exam when you are cautious of high risk food?	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 11: Food Preparation and Nutrition

Food Preparation and Nutrition: –Explain It!

Task 1: Answer the following questions using independent research

Compare the use of a food processor versus the "rubbing-in" method by hand when making shortcrust pastry.
(5 marks)

1	Identify benefits of using a food processor	
2	Identify benefits of the "rubbing-in" method by hand	
3	Identify one similarity	

Task 2: Additional NEA tasks are set on Google classroom – Please check that you are up to date with the Tracker

Food Tech Homework

Autumn Term

Week 12: Food Preparation and Nutrition

Food Preparation and Nutrition: Practical – Evaluate

Task 1: Answer the following questions using independent research

Task: Evaluate your use of high-level skills in a practical session.		
1	Identify two specific skills performed	
2	Add specific detail on the outcome (e.g., uniform size, thickened consistency).	
3	Use correct terminology (e.g., gelatinization, enzyme browning).	

Task 2: Additional NEA tasks are set on Google classroom

Food Tech Homework

Autumn Term

Week 13: Design and Technology

Food Preparation and Nutrition: The Science of Practical Cooking

Task 1- Read the article below.

The Art and Science of Mindful Cooking

Cooking is far more than a daily chore to satisfy hunger; it is a dynamic blend of chemistry, creativity, and cultural tradition. Mastering fundamental cooking practices not only elevates the flavor of your food but also ensures maximum nutrient retention and kitchen safety.

One of the most critical foundational practices is *mise en place*, a French culinary term meaning "everything in its place." Before turning on a burner, a disciplined cook measures ingredients, chops vegetables, and arranges tools. This prevents burning, reduces stress, and allows for precise timing.

Understanding heat application is equally vital. Cooking methods generally fall into two categories: **dry heat** (such as roasting, baking, and searing) and **moist heat** (such as steaming, poaching, and boiling). Dry heat relies on high temperatures to caramelize sugars and brown proteins—a chemical reaction known as the **Maillard reaction**, which gives seared steaks and roasted coffee their complex flavors. Conversely, moist heat is gentler, making it ideal for breaking down tough connective tissues in meats or preserving the vibrant color and crispness of vegetables.

Finally, proper seasoning is the thread that ties a dish together. Salt is not just a flavor; it is a flavor enhancer that suppresses bitterness and brings out the food's natural aromas. Adding acids like lemon juice or vinegar at the very end can instantly brighten a heavy dish. By balancing heat, timing, and seasoning, anyone can transform simple ingredients into a culinary masterpiece.

Task 2: Answer the following questions

1	What is the primary benefit of practicing <i>mise en place</i> in the kitchen?	
2	How do dry heat and moist heat cooking methods differ in their effects on food?	
3	What is the scientific name for the chemical reaction that causes browning and complex flavors when searing meat?	
4	Aside from adding a salty taste, how does salt affect the overall flavor profile of a dish?	

Task 3: Additional NEA tasks are set on Google classroom – Please check that you are up to date with the Tracker

Food Tech Homework

Autumn Term

Week 14: Food Preparation and Nutrition

Food Preparation and Nutrition: The Science Of Food

Task 1- Read the article below.

Harnessing Power: Energy Generation in Modern Design

When we cook, we aren't just following recipes; we are conducting delicious chemistry experiments. Every kitchen is a laboratory where heat, acid, and microscopic organisms transform raw ingredients into culinary masterpieces.

Take the browning of a seared steak or the golden crust of baking bread. This isn't just burning; it is the Maillard reaction. Named after French chemist Louis-Camille Maillard, this complex chemical reaction occurs when amino acids (the building blocks of protein) and reducing sugars are exposed to heat, typically above 140°C (284°F). This reaction creates hundreds of new flavor compounds and the distinct, savory aromas that make our mouths water.

Meanwhile, the texture of our food relies heavily on physics and molecular biology. When you whip egg whites for a meringue, you are physically forcing air into a liquid. The mechanical action denatures the egg proteins, causing them to uncoil and trap the air bubbles in a stable, fluffy foam network.

Even preservation relies on understanding biology. When we pickle vegetables in vinegar, we lower the pH. This acidic environment denatures the enzymes and proteins of harmful bacteria, preventing them from multiplying and spoiling the food.

From the emulsification of oil and vinegar in a mayonnaise to the fermentation of yeast in a sourdough starter, science is the invisible chef behind every meal. Understanding these principles doesn't just make us better cooks—it helps us appreciate the extraordinary complexity hidden within every bite.

Task 2: Answer the following questions

1	What is the Maillard reaction, and at what approximate temperature does it typically occur?	
2	How does the physical act of whipping egg whites change their molecular structure to create a foam?	
3	Why does placing vegetables in an acidic environment like vinegar help preserve them?	
4	Identify another example of science in the kitchen (not heavily detailed in the article) and briefly explain whether it is primarily a chemical, physical, or biological process.	

Task 3: Additional NEA tasks are set on Google classroom

French Homework

Autumn Term
Week: 1

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

L'été dernier	Last summer
je suis/ on est allé(e)	I/we went
en France/En Espagne/ en Angleterre	to France/ to Spain . to England
J'ai/on a voyagé	I/we travelled
en voiture/en train/en avion	By car / by train / by plane
je suis resté(e)	I stayed
une semaine / quinze jours	a week / a fortnight
dans un camping/un hôtel	in a campsite / a hotel

Task 1: A. Translate into French:

1. Last year:

2. Last year I went:

3. Last year I went to France:

4. Last year I went to France by car:

5. Last year I went to France by car with my family:

6. Last year I went to France by car with my family and I stayed:

7. Last year I went to France by car with my family and I stayed a week:

8. Last year I went to France by car with my family and I stayed a week in a hotel:

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term
Week: 2

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Pendant les vacances	During the holiday
J'ai / on a mangé/bu	I/we ate/drank
dans un restaurant / un café	in a restaurant/ a cafe
j'ai/on a visité	I/we visited
un château / un musée / un église/ une mosquée	a castle / a museum / a church / a mosque
des sites/des monuments historiques	historical sites/ monuments
Il faisait beau/chaud/froid/mauvais	It was good weather / hot / cold / bad weather
il faisait du soleil / il pleuvait	It was sunny / it was raining

Task 2 : A. Complete these translations

- Last year I went to Belgium. _____
- My sister drank a cold drink. _____
- My parents visited historic sites. _____
- I got off the bus and I saw a castle. _____
- During the holidays, we ate in a restaurant. _____

L'année dernière, Le mois dernier, L'été dernier, Pendant les vacances,	Je suis allé(e) nous sommes allés on est allé(e)s	en	Angleterre / France. Suisse / Belgique.		
		au	Maroc / Canada.		
	J'ai visité on a visité nous avons visité	un petit village / une grande ville. Paris / la capitale.			
J'ai voyagé Nous avons voyagé	en train/bus en voiture à vélo	car	c'est	rapide. pratique.	
			ce n'est pas	cher.	
Je suis resté(e) On est resté(e)s	une semaine.				
J'ai dormi Nous avons dormi	dans un hôtel dans un camping	en ville / dans un village. au bord de la mer. à la montagne.			
Pendant la visite, Pendant les vacances,	J'ai on a nous avons	mangé	dans un restaurant.		
		bu	un café		
		visité vu	un château. des sites historiques.		
	Je suis on est nous sommes	allé(e)s monté(e)s	à l'église. à la tour.		
descendu(e)s		du train / du bus.			

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 3

Key Knowledge : You will be tested on the following in your next lesson.

Après avoir fini mes examens	After finishing my exams
je vais prendre une année sabbatique	I will take a gap year
Je voyagerai à l'étranger	I will travel abroad
Je mangerai la nourriture locale	I will eat local food
Je partagerai mes photos en ligne	I will share my photos online
Je visiterai des festivals	I will visit festivals
J'apprendrai beaucoup sur les autres cultures	I will learn a lot about other cultures
ça sera des vacances de rêve	It will be a dream holiday

Task 3: A. Complete this GCSE reading task

Holidays

You see an online chat about teenagers' holidays.

Manon

L'année dernière, je suis allée en Italie avec ma famille. J'ai adoré visiter les musées et apprécier les tableaux.

Omar

Je préfère passer mes vacances à la montagne. C'est calme, il y a peu de bruit, et je peux faire de longues promenades.

Delphine

Je vais au Maroc chaque année pour rendre visite à ma famille. Mon père et mon oncle sortent souvent ensemble pour prendre un verre de Mahia, mais je n'ai pas le droit d'en goûter* car ça contient de l'alcool.

Léa

Au printemps, je suis allé à Paris avec mes parents. Un soir, quand nous étions en train de revenir à l'hôtel, nous nous sommes perdus et on a volé mon sac.

Zayden

L'année prochaine, je voudrais voyager en Tunisie pour apprendre la langue et goûter* la nourriture locale.

Lila

Pour moi, rester chez moi est parfait. Je peux me reposer et passer du temps avec mes amis. À mon avis, les vacances sont une perte de temps et d'argent, et il y a souvent des retards de vols.

*goûter = try

Answer the following questions in English.

1 Who likes an active holiday?

2 What events happened to Léa in Paris?

3 What disadvantages does Lila give about holidays?

4 What attracts Zayden to Tunisia?

5 Who is interested in art?

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term
Week: 4

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Sur la photo il y a...	On the photo there is...
(2) personnes / un homme / une femme	(2) people / a man / a woman
Il(s)/elle(s) est (sont) en train de parler	he/she is/they are in the process of talking
Il(s)/elle(s) est (sont) à l'intérieur / à l'extérieur	he/she is/ they are inside/outside
Il(s)/elle(s) est (sont) heureux/heureuse(s)	he/she is/ they are happy
car il(s)/elle(s) est(sont) en train de sourire	because they are smiling
Il fait beau / mauvais	it is good/bad weather
Il y a aussi...	There is also...

Task 4: Describe these 2 photocard, using information from the table above:

Photo 1



Photo 1:

Photo 2



Photo 2:

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 5

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

drôle/ timide/ je mange/ je joue	silent final e
joué / écouté/ mangé / regarder / parlez	"ay" (as in <i>Fay</i>)
hôtel / hôpital / historique / j'habite	silent h
amusant / bavard / jamais/ ennuyeux	silent final consonant
quand / qui / quel qu'est-ce que	"k" sound (as in <i>ketchup</i>) - don't pronounce u
soir / moi/ histoire/ voyager / envoyer	"ha" sound
gagner / espagnol / montagne	"ni" sound (as in <i>onion</i>)
chance / choisi	"sh" sound (as in <i>she</i>)

Task 5: A. Practise reading aloud these 2 texts:

When your teacher asks you, read aloud the following text in French.

Ma famille passe des vacances à l'étranger.

Mon père adore essayer la cuisine et voir les châteaux.

On part au printemps.

Le climat n'est pas important.

On aime apprendre quelque chose sur la culture.

When your teacher asks you, read aloud the following text in French.

Mes vacances idéales sont au Maroc.

Je voudrais passer des journées à la plage.

Le transport ne coûte pas trop cher.

Surtout, les plats traditionnels m'intéressent.

Un endroit que je veux bien visiter, c'est le Québec.

Un ami canadien m'a invité à visiter les montagnes de son pays.

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 6

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Qui	Who
Où	Where
Comment	How
Combien	How many/much
Pourquoi	Why
Quel(le)	Which/what
Quand	When
Qu'est-ce que	What

Task 6 : A. Translate the following questions into English

1. Avec qui voyages-tu?

2. Qu'est-ce que tu aimes faire pendant les vacances?

3. Comment voyages-tu?

4. Quand es-tu allé en vacances récemment?

5. Combien de temps es-tu resté en vacances?

6. Quel est ton mode de transport préféré? Pourquoi?

7. Où vas-tu en vacances d'habitude?

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 7

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Et	and
Mais	but
Aussi	also
Cependant	however
Par contre	on the other hand
Si	if
Même si	even if
Donc	so/therefore

Task 7 : A. Fill in the gap with the correct option, then translate the sentence.

1.

Je suis allé _____ étranger.

au	aux	à l'
----	-----	------

2.

Je vais en vacances _____ été.

en	au	avec
----	----	------

3.

J'adore aller _____ plage.

au	aux	à la
----	-----	------

4.

Je voudrais visiter _____ beau château.

un	une	des
----	-----	-----

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term
Week: 8

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

écouter la radio	to listen to the radio
regarder la télé / des films	to watch TV / films
lire des journaux / les magazines	to read newspapers / magazines
poster des photos en ligne	to post photos online
utiliser les réseaux sociaux	to use social media
regarder des films en streaming	to stream films
télécharger de la musique	to download music
chercher des informations	to look for information

Task 8: A. Complete this GCSE reading task: What are the advantages of Internet according to Leila and Hugo? (3 for Leila and 3 for Hugo)

Leila

Je trouve des informations qui m'aident à faire mon travail scolaire. J'aime les jeux gratuits. Il est facile de trouver un bon logement quand je pars en vacances.

Write the correct letters in the boxes.

A	Looking for hotel rooms
B	Doing homework
C	Playing games online
D	Booking tickets
E	Downloading videos

Hugo

Je n'ai pas besoin d'aller aux magasins, je peux acheter des choses sans sortir.

J'aime aussi télécharger mes chansons préférées. En un clic*, je peux parler avec des copains qui habitent au Canada.

*clic = click

Write the correct letters in the boxes.

A	Buying train tickets
B	Shopping online
C	Sharing photos
D	Staying in contact with friends
E	Downloading music

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 9

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Normalement je regarde des vidéos en ligne	Normally I watch videos online
Je joue à des jeux vidéos	I play videogames
Hier j'ai tchatté avec mes amis	Yesterday I chatted online with my friends
j'ai fait mes devoirs	I did my homework
J'ai consulté des sites web	I consulted websites
Avant on n'utilisait pas Internet si souvent	Before we were not using Internet so often
on n'utilisait les smartphones que pour travailler	We were only using smartphones for work
Quand j'avais 10 ans je n'avais pas de portable	When I was 10 I did not use to have a phone

Task 9: A. Copy each sentence with the correct verb, then translate.

- a Dans les années 1990, Internet n'**est** / **était** pas très rapide.
- b Tout le monde **a** / **avait** un portable maintenant.
- c L'année dernière, on **est allés** / **va** en France.
- d Maintenant, mon frère **a habité** / **habite** en Algérie.
- e Quand j'étais au Maroc, il **fait** / **faisait** trop chaud.
- f Dans le passé, on **utilisait** / **utilise** plus de plastique mais aujourd'hui, on **a préféré** / **préfère** les sacs qui ne sont pas en plastique.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 10

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Avec cette appli on peut	With this app we can
apprendre des nouvelles langues	learn new languages
découvrir les festivals du monde	discover world festivals
avoir un mode de vie sain	have a healthy lifestyle
organiser les vacances	organise holidays
Je n'utilise pas mon portable avant de dormir	I don't use my phone before going to bed
Avant de partir en vacances, je télécharge des films	before going on holidays, I download films
Avant d'aller au collège, je vais en ligne	Before going to school, I go online

Task 10: A. Complete this GCSE reading task.

Apps

You are researching apps. You read the following reviews from a group of teenagers.

Amira

J'utilise Snapchat tous les jours. J'aime partager des photos.

Louis

Moi, je préfère Instagram. Je regarde des vidéos et je mets des messages.

Fatima

J'adore WhatsApp car je peux parler plus facilement avec ma famille qui habite loin.

Mehdi

Je suis les chanteurs bien connus sur TikTok. Les vidéos sont très géniales.

Clara

Mon appli préférée, c'est Spotify. J'écoute de la musique après mes devoirs.

Samir

J'adore ZumZum. C'est une appli pour trouver des lieux où manger près de chez moi.

Mirlande

J'aime regarder des vidéos sur YouTube pour voir comment les gens font le Yanvalou à la musique traditionnelle. C'est très populaire pendant les fêtes en Haïti*.

**Haïti is a Caribbean country*

Answer the following questions in English.

- Which teenager uses an app to find places to eat?

- What does Mehdi do on TikTok?

- Who uses an app to speak with relatives who live far away?

- When does Clara use her favourite app?

- What does Amira do on Snapchat?

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 11

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

J'aime suivre des influenceurs en ligne	I like to follow influencers online
J'aime parler à des nouvelles personnes	I like to talk to new people
J'ai commencé à poster des conseils	I have started posting advice
J'ai voulu devenir influenceur/euse	I wanted to become an influencer
J'ai dû créer un profil / du contenu	I has to create a profile / content
J'ai pu découvrir un nouveau blog	I was able to discover a new blog
J'ai su que c'était utile	I knew that it was useful
Je peux gagner de l'argent	I can earn money

Task 11: A. Complete this GCSE reading task

Les célébrités utilisent beaucoup les réseaux sociaux pour parler avec leurs fans. Elles partagent des selfies et des vidéos pour montrer leur vie. Elles ont une grande influence sur leurs abonnés*. Parfois, elles créent un dialogue avec eux en répondant aux commentaires. Mais il y a aussi des aspects embêtants. Par exemple, certaines personnes écrivent des messages affreux. Cependant, les célébrités continuent à utiliser ces plateformes parce qu'elles leur permettent de rester proches de leur public.

*abonnés - subscribers

1. Why do celebrities use social media?
2. What type of content do they share?
3. What is an annoying aspect of social media for celebrities?
4. Why do celebrities continue to use social media despite its negative aspects?

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 12

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Je passe trop de temps en ligne	I spend too much time online
Je suis accro	I am addicted
il y a des dangers	There are dangers
il y a le risque de cyber-intimidation	There is the risk of cyberbullying
il y a le vol d'identité	there is identity theft
un virus peut attaquer mon ordinateur	a virus can attack my computer
La fraude en ligne est un problème de plus en plus courant	online fraud is an increasingly frequent problem
On a seulement des amis virtuels	we only have virtual friends

Task 12: A. Fill in the gap with the correct option, then translate the sentence.

1.

Je n' _____ pas l'informatique.

aises

aime

aiment

2.

Il y a _____ risques en ligne.

trop de

trop des

trop du

3.

On peut _____ des menaces sur Internet.

recevoir

reçois

reçoit

4.

La technologie est _____.

inquiétant

inquiétante

inquiétants

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term

Week: 13

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Il faut limiter le temps en ligne	You must limit your time online
Il faut faire plus d'activités physiques	You must do more physical activities
il faut sortir avec ses amis	You must go out with friends
il faut changer le mot de passe régulièrement	You must change your password regularly
Il faut parler de vos problèmes avec un adulte	You must talk about your problems with an adult
Il ne faut pas partager vos informations personnelles	You must not share your personal information
il ne faut pas cliquer sur un lien dans un e-mail	You must not click a link in an email
il ne faut pas parler à des inconnus	you must not talk to strangers

Task 13: A. Complete this GCSE Role-play - Remember to write full sentences with verbs:

Candidate's Role

You are talking to your Moroccan friend.

Your teacher will play the part of your friend and will speak first.

You should address your friend as *tu*.

When you see this – ? – you will have to ask a question.

In order to score full marks, you must include at least one verb in your response to each task.

- 1 Say how you used the internet at school last week. (Give **two** details.)
- 2 Say something about the use of mobile phones at school. (Give **one** detail.)
- ? 3 Ask your friend a question about technology.
- 4 Give **two** disadvantages of the internet.
- 5 Say what you think of shopping online and why. (Give **one** opinion and **one** reason.)

1 _____

2 _____

3 _____

4 _____

5 _____

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

French Homework

Autumn Term	
Week: 14	

Task 14: Using all language from social media topic, complete the following 90 words task:

- What you think about social media.
- What you did online yesterday
- What you will do to protect yourself online in the future.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Geography Homework

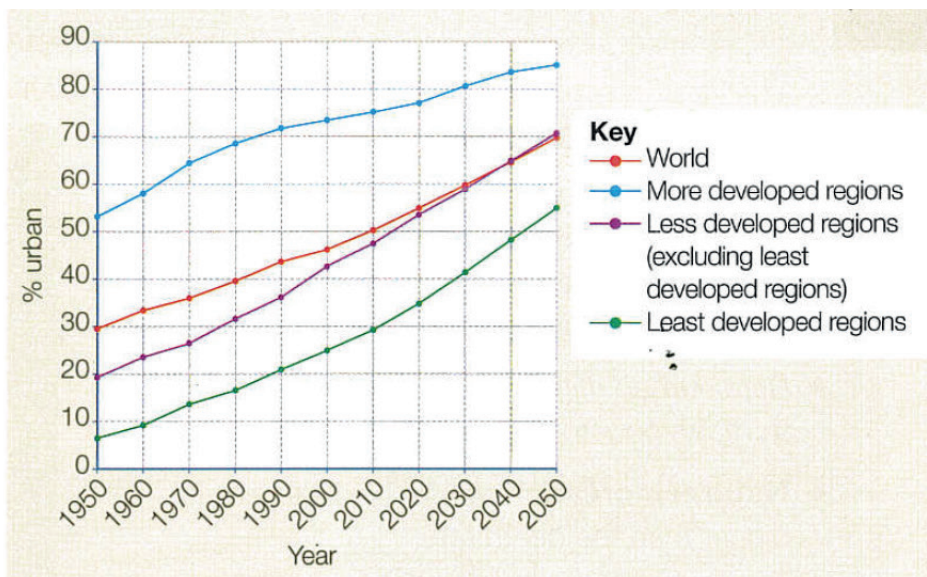
Autumn Term

Week: 1 Global patterns of urbanisation

What is urban?	Towns and cities
What is rural?	The countryside
What is urbanisation?	An increase in the proportion of a country's population living in towns and cities
What is a mega city?	A city with more than 10 million residents
What are HICs?	High income countries - countries with a high level of development meaning that the country is wealthy
What are LICs?	Low income countries - countries with lower levels of development meaning that the country is poor and many people live in poverty
What are NEEs?	Newly emerging economies - countries that are experiencing high rates of economic growth, but are not yet HICs.
What factors affect the rate of urbanisation?	Rural-urban migration and natural increase

Your tasks

Study the graph below and answer the questions:



- How is the % of population living in urban areas predicted to change from 1950-2050 in...?
 - More developed regions
 - Less developed regions
 - Least developed regions
 - The world
- How does the rate of urbanisation vary between less developed regions and more developed regions?
- Suggest reasons why the rate of urbanisation differs between regions
- Research the top 10 mega cities in the world by population size. Note their location and their population. This could be plotted on a map.

Geography Homework

Autumn Term

Week: 2 The emergence of mega cities

What is rural-urban migration?	The movement of people from the countryside to the city.
What are push factors?	Reasons to leave an area. Eg. low wages and few job opportunities.
What are pull factors?	Reasons to move into an area. Eg. better access to healthcare.
What is natural increase?	When the birth rate is above the death rate, meaning the population is increasing.
What is the birth rate?	The number of births, per 1,000 people, per year.
What is the death rate?	The number of deaths, per 1,000 people, per year.
What are youthful populations?	A population which contains a high number of young dependents and economically active people.
What are ageing populations?	When a country has a high number of elderly dependents.

Study the image of Lagos (Nigeria) and the text below and answer the questions:



Lagos is one of the fastest-growing megacities in the world, with its population increasing to over 28 million people. Driven by rural-to-urban migration and high birth rates, this rapid urban expansion fuels the economic engine of West Africa but places massive strain on housing, infrastructure, and the environment. Around 65% of the population live in squatter settlements (slums) and these areas lack basic planning, sanitation and access to clean water making residents vulnerable to disease and eviction.

Your tasks:

- 1) Summarise the main reasons for urban growth in cities like Lagos, Nigeria
- 2) Why do rates of natural increase tend to be high in LIC/NEE cities like Lagos?
- 3) What are the positive and negative impacts of rapid urbanisation?
- 4) Research the top three fastest growing cities in the world. Find out what is causing such rapid urban growth and what are the opportunities and challenges associated with this.

Geography Homework

Autumn Term
Week: 3 Case study of a city in a NEE - Rio de Janeiro

Where is Rio?	Rio de Janeiro is located on the Atlantic coast of southeastern Brazil, in South America, approximately 930 km (578 miles) southeast of Brazil's national capital, Brasília.
Why is Rio important to Brazil and the South American region?	Rio de Janeiro is a vital global and economic hub for Brazil and South America, driving key industries like energy, finance, and tourism. As Brazil's second-largest city and former capital, it accounts for about 5% of Brazil's GDP and hosts the HQs of big TNCs like Petrobra.
Why is Rio important internationally?	It hosts globally international events like the Rio Carnival, the 2016 Summer Olympics, and the 2014 FIFA World Cup. It is also home to Christ the Redeemer, one of the New Seven Wonders of the World. It is one of the most visited cities in the Southern Hemisphere, supported by world-famous beaches like Copacabana. It is also a vital port city, Rio is central to international trade.
What is a favela?	A shanty town or slum in South America where houses are informal and often built by the people who live in them. They are found in developing countries where there are high rates of rural-urban migration.
What are the social and economic challenges in Rio?	The main challenges are extreme inequality, rapid population growth, and high unemployment. There is widespread poverty, a massive informal sector, drug gangs, and inadequate basic infrastructure in the city's many favelas (informal settlements).
What environmental problems does Rio face?	Water pollution in Guanabara Bay, air pollution from heavy traffic, and vulnerability to extreme weather and landslides in hillside settlements.
What social and economic opportunities are there for the people of Rio?	A diverse range of jobs in major industries like tourism, finance, and manufacturing, as well as access to higher education and improved public healthcare
How can Rio's environment be improved?	Expanding green public transport, cleaning urban waterways, upgrading favela infrastructure, and reducing waste in landfills.

Your tasks:

<https://www.internetgeography.net/geotopics/what-is-the-location-and-importance-of-rio-de-janeiro/>

Study the image and the text below and answer the questions:

	<i>Rio de Janeiro's urban growth has been caused by rapid rural-to-urban migration and high natural increase, pushing the population to over 13.5 million. This expansion created severe inequality and a massive housing shortage, resulting in the development of sprawling informal settlements known as favelas across the city's steep hillsides. Millions of Brazilians migrate to Rio seeking better employment opportunities, healthcare, and education. Approximately 65% of Rio's historical urban growth is a direct result of migration. Furthermore, improvements in healthcare and a large youthful population have significantly reduced death rates and boosted birth rates, causing high rates of natural increase.</i>
---	---

- 1) Summarise the causes of rapid urban growth in Rio
- 2) What are the main opportunities for people living in Rio?
- 3) What are the challenges associated with rapid urban expansion in cities like Rio?
- 4) Explain how the informal economy may be considered both a challenge and an opportunity in urban areas like Rio de Janeiro

Extension - Create a one page fact page of Rocinha (Rio's largest favela). Include data on population density, infant mortality and unemployment rates.

Geography Homework

Autumn Term

Week: 4 Rio - improving quality of life for the urban poor and the Olympics legacy

What is inequality?	The differences between poverty and wealth.
What is the informal economy?	When people work outside of the control and supervision of the government, (for example- a street vendor); informal workers do not pay taxes, and do not get any protection or regulation from the government
What scheme in Rio involved pacification of the favelas?	The Pacifying Police Unit in Rio is a law enforcement and social services program to regain control of favelas that are being controlled by gangs
What are top down projects?	Government led schemes that are often expensive.
What are bottom up projects?	Community led projects where local people are fully involved. These projects are often small scale.
What are self-help schemes?	Small scale projects which allow local people to use their skills to help improve their local area.
How did the Olympic Games leave a legacy in Rio?	Many of the improvements that were made to host the games were intended to benefit the people of Rio de Janeiro long term such as water pipes and electricity cables that were installed.



The legacy of the Rio 2016 Olympic Games is mixed, there were some benefits, including upgrades to urban transport and the development of new facilities, however there were many problems, including severe economic debt, abandoned venues, and the displacement of low-income residents. Forced eviction of thousands of families from favelas to make way for roads and transit lines sparked protests. The Evictions Museum has been created to document the impact on many lower income families.

Tasks:

Study the information above and watch this tutor2u video to help you answer the following:

<https://www.youtube.com/watch?v=YMQhHP6LCuc>

1. Outline one economic opportunity created by hosting the 2016 Olympic Games in Rio de Janeiro (2 marks)
2. Explain why some favela residents were critical of the government's decision to host global sporting events. (4 marks)

Extension: "Global sporting events bring only benefits to the host city." To what extent do you agree with this statement? Use a case study of an NEE city to support your answer. (9 marks + 3 SPaG marks)

Geography Homework

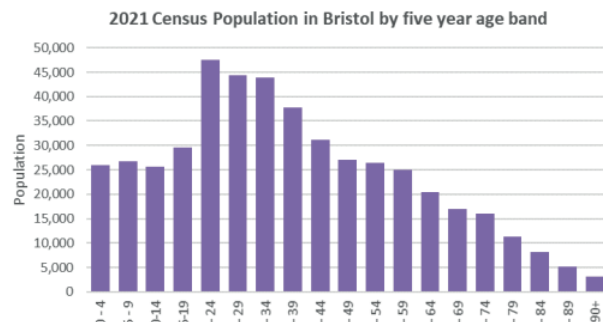
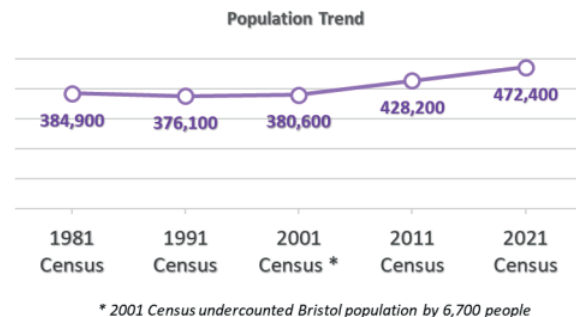
Autumn Term

Week: 5 Bristol - a UK city

What is population density?	The number of people per square km.
What is population distribution?	The way a population is spread across an area.
What is migration?	The movement of people from one place to another.
What does ethnic diversity refer to?	The presence of different ethnic backgrounds or identities.
Why is Bristol considered an important city in the UK?	Bristol has a thriving economy, it is a global centre for the aerospace industry, it attracts thousands of students globally to its two universities, historically it was one of England's most important trading ports and landmarks such as Brunel's SS Great Britain celebrate the city's golden age of engineering. The city is also famous as the birthplace of the street artist Banksy and the wider street art movement.
What has been the impact of migration in Bristol?	Rapid population growth, filling labour shortages (eg. healthcare, construction, hospitality), multiculturalism enriching cultural diversity in communities, pressure on housing and services, some social tensions.
How has Bristol changed over time?	Bristol has transformed from a historic industrial port and manufacturing hub into a modern, diverse, and knowledge-based economy. The shift away from heavy manufacturing toward tech, aerospace, green energy, and the creative industries has fueled significant urban regeneration and rapid population growth

Tasks -

- Find out which cities in the UK are considered "most important". Make a list and note their location in the UK and why they are considered important. Bristol should be on your list.
- Study the line graph. How has Bristol's population changed over the time period shown? (use data in your answer)
- Study the bar graph. What does this tell you about the age profile of the population in Bristol? Can you think of any reasons for the trend shown?



Extension - Create a one page fact page on Bristol - include - a brief history of the city (include the impact of migration), a map showing the main areas, its importance both globally and regionally, population density, how the city has changed over time.

The population density was 4,308 people per square kilometre (up from 3,905 in 2011), similar to Liverpool, Nottingham, Southend-on-Sea, Reading and Outer London.

Geography Homework

Autumn Term

Week: 6 Urban change in Bristol

How has urban change in Bristol created social and economic opportunities?	Derelict industrial zones have been transformed into bustling areas of tourism, leisure, and employment, boosting the local economy, hundreds of high-tech and creative firms have invested in the city, significantly lowering local unemployment rates.
What is urban greening and what opportunities does it bring?	Increasing the number of plants and trees in an urban area - ensures 90% of residents live within 350 meters of a park or waterway, significantly improving the local quality of life.
What are the social and economic challenges in Bristol?	Deprivation, poverty and inequality - Neighborhoods like Filwood in South Bristol are among the most deprived in the country. These areas suffer from high crime rates and lower life expectancies compared to wealthier districts like Stoke Bishop.
What is deprivation?	When an individual or an area lacks adequate services, income, employment or decent housing.
How has urban change in Bristol created environmental challenges?	Urban sprawl (new developments, like those in Bradley Stoke sprawl over greenfield land, destroying natural habitats), dereliction (abandoned factories and contaminated docklands), air pollution (poor air quality, leading to an estimated 200 premature deaths annually) and waste management (the city generates over half a million tonnes of waste every year).
What is urban sprawl?	The outward growth of urban areas into surrounding rural areas
What is the rural-urban fringe?	A zone of transition between a built up area and the countryside, often where there is competition for land use.
How does urban sprawl impact the rural-urban fringe?	Destroying natural ecosystems, reducing biodiversity, and loss of agricultural land, increases flood risk, noise, light, and air pollution from construction and traffic, social tensions, growth of out of town shopping centres, increasing house prices in commuter settlements.

Your task: Answer the following questions

1. What causes deprivation and inequality in Bristol?
2. How does urban greening improve quality of life?
3. Why do deprived areas like Filwood tend to have lower life expectancies compared to wealthier areas like Stoke Bishop?
4. Why might urban sprawl cause social tensions?



Extension - find out more about Filwood and Stoke Bishop - plot their locations on a map of Bristol.

Note key facts that relate to housing, education, employment, health, crime rates.

internetgeography.net/geotopics/how-has-urban-change-created-challenges-for-bristol/

Geography Homework

Autumn Term

Week: 7 Bristol - Urban regeneration

What is dereliction?	Abandoned and run down buildings in urban areas, often a result of deindustrialisation.
What is gentrification?	The process by which wealthier (mostly middle-income) people move into, renovate, and restore housing and sometimes businesses in inner cities or other deteriorated areas formerly home to poorer people.
Where is Stokes Croft?	An inner city area consisted of high-density housing built in the nineteenth century for industrial workers; now gentrified.
What is urban regeneration?	The investment of capital in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.
Where is Temple Quarter?	The Bristol Temple Quarter Regeneration is one of the largest urban brownfield redevelopment projects in Europe, transforming 135 hectares of land in central Bristol into a vibrant, sustainable, and well-connected hub.
What is a brownfield site?	Land in inner cities that has been used, abandoned and now awaits re-use.
What is a greenfield site?	A plot of land, often in a rural area or on the edge of an urban area that has not been built on before.
Where is Harry Stoke?	A rural area on the urban rural fringe which has seen a large amount of housing development contributing to the growth of the boundary of the city of Bristol.

Your task: study the images and information below and use this, plus your own research to answer the following: internetgeography.net/geotopics/how-has-urban-change-created-challenges-for-bristol/

	<i>Stokes Croft is undergoing rapid gentrification, shifting from an edgy, alternative arts district into a high-end food, drink, and commercial hotspot. While this regeneration brings investment, it raises concerns over rising property prices, and the loss of independent businesses.</i>
	<i>The Bristol Temple Quarter regeneration is transforming 135 hectares of brownfield land into a thriving, mixed-use hub. Its overarching impact includes injecting an estimated £1.6 billion annually into the local economy, creating thousands of jobs in tech and creative sectors, and constructing at least 10,000 sustainable new homes.</i>
	<i>Urban sprawl in Harry Stoke (part of the Bristol-South Gloucestershire commuter fringe) involves building new housing on previously undeveloped greenfield sites. This expansion addresses the regional housing shortage but creates significant social, economic, and environmental impacts on local residents and the surrounding countryside.</i>

1. What are the positive and negative impacts of gentrification in an area like Stokes Croft?
2. What have been the positive and negative impacts of the Temple Quarter regeneration project in Bristol?
3. How does urban sprawl in Harry Stoke affect Bristol's rural-urban fringe? (consider social, economic and environmental impacts)

Geography Homework

Autumn Term

Week: 8 Urban sustainability

What is urban sustainability?	Ensuring that cities and towns have a minimal environmental impact on their surrounding area and making cities pleasant places to live through the provision of adequate open spaces and recreation facilities.
What is sustainable development?	Meeting the needs of the present generations without compromising the needs of future generations.
What is social planning?	Takes into account peoples' needs and involves people in decision making processes.
What is economic planning?	Creating jobs, reducing poverty, and keeping the economy stable so people can afford to live comfortably
What is environmental planning?	Ensures that resources are not wasted and the environment is protected for future generations.
What is water conservation?	Using water efficiently to reduce unnecessary water usage.
What is energy conservation?	Reducing energy consumption by using less energy and existing sources more efficiently.
What is waste recycling?	Process of extracting and reusing useful substances found in waste

Your task:

Watch this clip and use your own knowledge/research to help you answer the following questions:

<https://www.youtube.com/watch?v=b9APfOuR1V4>

1. Summarise the key features of urban sustainability in your HW books, this could be done as a mind map or spider diagram
2. How have these features been implemented in London?
3. Conduct a local walking assessment of your own community. Score your local area from 1 to 5 on open green spaces, pedestrian safety, public transit accessibility, and recycling options.
4. Write a 150-word proposal on how local planners could improve the lowest score

	Score (1-5) 1 = Very poor, 5 = Very good
Open spaces/green spaces	
Pedestrian safety	
Public transport accessibility	
Recycling options	

Geography Homework

Autumn Term

Week: 9 Sustainable development in Freiburg

Where is Freiburg?	A city in Germany that has had sustainable planning in mind since the 1980s.
What is renewable energy?	Energy that is not generated using fossil fuels and is not harmful to the environment. The source will not run out.
What are the economic benefits of Freiburg's "solar valley"?	More than 10,000 people are employed in Freiburg in 1,500 environmental businesses in the city including 1,000 people employed in the solar technology industry.
What is traffic congestion?	When there is too great a volume of traffic for roads to cope with, and traffic slows to a crawl.
How does a "park and ride" scheme help to reduce traffic congestion?	When people park their car outside of the city centre and catch a bus into the city centre; helps to reduce traffic congestion
How does a quota work to reduce congestion?	A system to reduce the number of car owners.
How does a congestion zone work?	Cities can put in place congestion zones and if cars drive into this zone they have to pay a fee.

Your task:

1. Research the location of Freiburg and write it down in your HW books, if you have a printer, print out a map(s) of the city's location and stick this in.
2. Use this clip to complete a grid of notes in your HW books to illustrate how Freiburg achieves its goals in urban sustainability: (template below)
<https://www.youtube.com/watch?v=salk-6AykLA>

Social sustainability	Economic sustainability	Environmental sustainability
Water conservation		
•		
Urban greening		
•		
Integrated transport		
•		

Geography Homework

Autumn Term

Week: 10 The development gap

What is development?	An improvement in the standards of living and quality of life for an increasing proportion of a country's population.
What is the development gap?	The disparity between wealthier, highly developed nations and poorer, less developed nations.
What is the development continuum?	The idea that a nation's wealth and quality of life exist on a sliding scale rather than in a simple "rich versus poor" difference.
What is standard of living?	The level of wealth, comfort, material goods, and necessities available to people in a specific geographic area (eg. a country).
What is quality of life?	The general well-being of a population including wealth, health, education, levels of happiness, freedoms and social belonging.
What are high income countries (HICs)?	Nations with an advanced economy, highly developed industries (mostly tertiary and quaternary sectors), and a high standard of living.
What are low income countries (LICs)?	Countries with a low GNI per capita typically face severe poverty, underdeveloped infrastructure, and a heavy reliance on primary industries like agriculture.
What are newly emerging economies (NEEs)?	Countries that have begun experiencing rapid economic development, industrialisation, and rising living standards. They are transitioning away from a heavy reliance on agriculture into manufacturing and service industries

Your task:

1. Using figure 1 describe the global distribution of LICs
2. Using figure 1, describe the global distribution of HICs
3. Using figure 1, describe the global distribution of NEEs
4. Suggest factors that might cause uneven development globally
5. "Canada is the most developed of the three countries in figure 2" Do you agree with this statement?

Figure 1

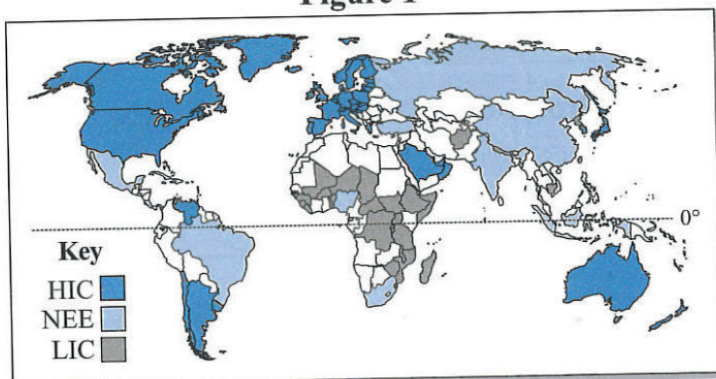


Figure 2

	Canada	Malaysia	Angola
GNI per head	\$41 170	\$21 430	\$6560
Birth rate	10.28	19.71	38.78
Death rate	8.42	5.03	11.49
Infant mortality rate	4.65	13.27	78.26
Life expectancy	81.76	74.75	55.63
Literacy rate	97.1%	94.6%	71.1%

Geography Homework

Autumn Term

Week: 11 Measuring development

What is Gross National Income (GNI) per capita?	The total income of a country divided by the size of the population, showing average wealth per person.
What is the Human Development Index?	Statistics for wealth, health and education levels are combined to give a score between 0 and 1 for development (GNI per capita, life expectancy and literacy rates are included).
What is the birth rate?	The number of births per 1,000 people, per year.
What is the death rate?	The number of deaths per 1,000 people, per year.
What is the infant mortality rate?	The number of babies that die under the age of 1, per 1,000 live births.
What is the literacy rate?	The % of people in a country who have basic reading and writing skills.
What does life expectancy mean?	The average number of years a person is expected to live based on their current age, birth year, and location.

Your task:

1. Research three countries of your choice (one HIC, one LIC, one NEE). The UK has been done for you.
2. Find out the GNI per capita, the HDI, the infant mortality rate, the literacy rate and the life expectancy - use the template below
3. What does each measure tell us about development in a country?
4. Why is HDI considered a better measure of development compared to the GNI per capita?
5. What are the main limitations of these measures?

Country	GNI per capita (\$)	HDI	Infant mortality rate	Literacy rate	Life expectancy
UK	\$49,470	0.946	4	99%	79.1 years for males and 83.0 years for females

Geography Homework

Autumn Term

Week: 12 Development and the demographic transition model

What does the Demographic Transition model show?	The DTM is a model that shows population changes of a country as it develops. It shows changes in birth rates, death rates and overall population changes as a country develops.
What happens in stage 1 of the DTM?	Birth rates and death rates are high and fluctuating. The total population is low.
What happens in stage 2 of the DTM?	The death rate starts to fall as health care improves. Birth rates remain high and overall the population grows. This is known as 'early expanding'.
What happens in stage 3 of the DTM?	The death rate continues to fall, although slows down and the birth rate falls rapidly due to access to birth control. The population is still growing and this stage is known as 'late expanding'.
What happens in stage 4 of the DTM?	The death rate is low and the birth rate is fluctuating which means that the population is now high and steady. This stage is known as 'low and fluctuating'.
What happens in stage 5 of the DTM?	The birth rate continues to fall and the death rate increases as people die from old age. As a result the population starts to decline.
What are population pyramids?	These show how a population structure is made up as a percentage of males and females and age groups.
What is the dependency ratio?	The proportion of people below and above normal working age. It is calculated by adding together the numbers for both groups and then dividing by the number aged 15-64 (the working population) and multiplying by 100.

Your task:

1. Research the birth rates and death rates of three countries of your choice. (The UK has been done for you as an example.) Include one HIC, one LIC, one NEE in your selection.
2. Draw a table in your HW books (see below) with your findings and decide which stage of the DTM each country is in.
3. Suggest reasons for birth rates and death rates that you have found.
4. For each country - is the population increasing or decreasing?

Country	Birth rate (per 1,000)	Death rate (per 1,000)	Factors affecting the birth rate	Factors affecting the death rate	Is the population increasing or decreasing?
UK	11	9.5	Later marriages, prioritising careers over children, cost of living crisis.	Healthcare, lifestyle choices, deprivation, environmental factors.	Increasing slightly

Geography Homework

Autumn Term

Week: 13 Causes of uneven development

What is uneven development?	When some countries are more economically developed than others.
What is trade?	The buying and selling of goods and services
How does trade cause uneven development?	By locking lower-income countries into exporting low-value raw materials while higher-income nations export high-value manufactured goods - creating an imbalance.
How do historical factors cause uneven development?	Historical factors cause uneven development by establishing inequalities, resource imbalances, and disadvantages over centuries. These past events dictate which regions accumulate wealth and which are left behind (eg. colonialism, the slave trade).
How has colonialism led to uneven development?	From around 1400, European explorers set out to control new territories, often seeking mineral wealth such as gold; most of the wealth produced in this time went to Europe, leaving the colonies resource deficient.
How does conflict cause uneven development?	Conflict drives uneven development by destroying infrastructure, moving government spending from public services to the military, and displacing populations. These traps affected regions in cycles of poverty.
What are the main physical causes of uneven development?	Some countries are landlocked and so don't have access to trade routes; some have more climate related diseases; some countries experience more tropical storms or earthquakes.

Your task:

1. Study figure 1 which shows damage caused by civil war in Sudan. Use figure 1 and your own knowledge to suggest how the conflict may affect Sudan's level of development
2. Sudan is a former British colony. Explain how being a former colony may affect a country's economic development and increase the chances of civil war.
3. Explain how poor trade links might affect a country's development. Try to include an example.



Figure 1

Sudan plunged into a civil war in April 2023 after a vicious struggle for power broke out between its army and a powerful paramilitary group, the Rapid Support Forces (RSF).

It has led to a famine and claims of a genocide in the western Darfur region - with fears for the residents of city of el-Fasher after it was recently captured by the RSF.

More than 150,000 people have died in the conflict across the country, and about 12 million have fled their homes in what the United Nations has called the world's largest humanitarian crisis.

Geography Homework

Autumn Term

Week: 14 Consequences of uneven development - disparities in wealth and health

How do levels of health vary globally? What are the disparities?	Levels of health vary between different countries and within countries. Many people in lower income countries (LICs) cannot access safe, clean water and sanitation. This can lead to higher incidences of disease and lower life expectancies. Higher income countries (HICs) have good, clean water supplies and sanitation systems. Life expectancy is usually higher so people in HICs can expect to live into old age.
What are the disparities in wealth globally?	There are large variations in wealth between countries and within countries. It's estimated that the richest 10% of the world's population receives 52% of global income. Meanwhile, the poorest 50% receives just 8% of global income.
How does malaria affect people around the world?	Malaria is a life threatening disease caused by parasites transmitted to people by infected mosquitoes. In Africa, one child dies every minute from the disease.
How do vaccinations help improve living standards?	When people can be given an injection or tablets to stop them from becoming ill from a disease.

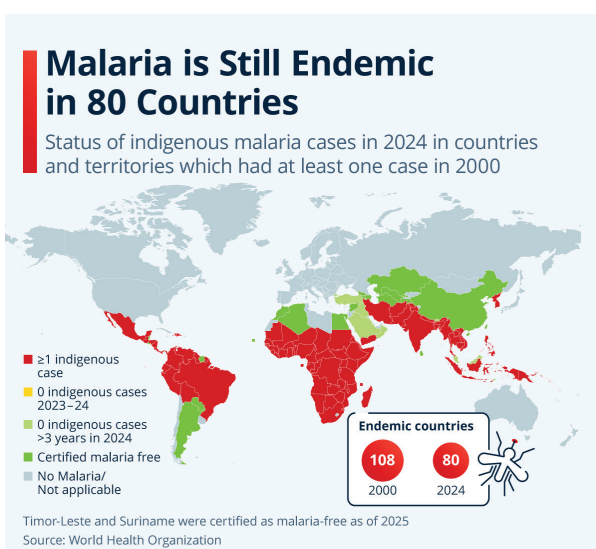
Your task: Use your own research to answer the following -

1. A leading cause of death in many LICs is Malaria, how many people globally are estimated to die each day from this disease?
2. Which country in the world has the highest number of deaths from Malaria?
3. How can malaria be treated?
4. HICs suffer less from infectious diseases like Malaria, but people tend to suffer more from chronic diseases - find out more about the leading causes of death in HICs and make a list of these diseases in your HW book.
5. Explain why people in HICs are more likely to suffer from chronic diseases, whereas those in LICs are more likely to suffer from infectious disease.



Extension: Watch the following TED talks

https://www.ted.com/talks/hans_rosling_on_global_population_growth



Geography Homework

Autumn Term

Week: 15 Consequences of uneven development - disparities in wealth and health

What is migration?	The movement of people from one place to another.
What is emigration?	When people leave a country to move somewhere new.
What are push factors?	Something negative about a place that makes people want to leave.
What are pull factors?	Something positive about a place that makes people want to go there.
What is an economic migrant?	Someone who moves for work.
What is a refugee?	A person who is forced to move from their country of origin.
What is a migrant?	Someone who moves.
What is a displaced person?	Someone that has nowhere to go. This could be within their own country.

Your task: Use this clip, plus your own research to answer the following questions in your HW books:

<https://www.youtube.com/watch?v=5Xvgsyxb5Pc>

1. Who were the Windrush generation?
2. How does globalisation influence international migration?
3. What caused the refugee crisis in 2015?
4. What does “brain drain” refer to and how does this impact on development?
5. What are remittances and how do these support developing countries?

Extension: Study the photo and read the text



In 2015, a million people reached Europe, mainly Greece and Italy, via the Mediterranean. They are refugees and economic migrants fleeing homelands ruptured by war, repression and poverty. Their journeys are perilous in overcrowded wooden fishing boats and flimsy polyurethane dinghies hardly suitable for crossing a river, much less a vast sea. They risk everything for a chance at freedom and dignity. Many perish. This year alone, more than 3,000 have died or gone missing in the Mediterranean. The International Organization for Migration does its best to keep count but the actual numbers are probably much higher. How many boats are never spotted? How many people are never fished from the sea?

- Imagine you are a migrant from a war-torn, poverty stricken country like Sudan. You have made the dangerous journey in a small boat across the mediterranean sea and have been picked up by a ship off the coast of Italy.
- You speak some English (remember - Sudan is a former British colony) and so you hope to continue your journey and apply for asylum in the UK.
- Write a short letter to the Home office which will form part of your asylum application alongside screening and an interview.
- Include your reasons for fleeing Sudan (push factors) and your reasons for seeking asylum in the UK (pull factors).

Graphics Homework

Autumn Term 1: Task 1 Artist Research 2

TASK 1:

Cover up the right-hand column to test your knowledge and understanding. The following are things which need to be included on your artist research pages. What is the definition of the terms below, what would you need to do for each one?

1	Artist Analysis	Meaning: A structured breakdown of an artist's work — what they do, how they do it, and why it works. What it usually includes: • Visual elements — colour, line, texture, shape, tone • Techniques — materials, brushwork, processes • Themes — ideas, messages, symbolism • Context — when/where they worked and how that influenced them • Impact — why their work matters • Purpose: To show you understand the artist's creative decisions, not just what the artwork looks like.
2	Biography	A factual account of the artist's life. What it usually includes: • Early life — upbringing, influences • Training — education, mentors • Career development — key periods, movements, exhibitions • Major works • Legacy — how they shaped art history Purpose: To give background that helps explain <i>why</i> the artist creates the way they do.
3	Artist Copy/Pastiche	Meaning: Creating a piece of art that imitates the style of a chosen artist. Two forms: • Copy — directly reproducing one of their artworks • Pastiche — making your <i>own</i> original piece but using their style, techniques, colours, or composition • Purpose: To learn by doing — understanding an artist's methods by recreating them.

PRACTICAL TASK 1: Artist Research 2

AO1 - Artist Research

- ☐ Create a background page that includes a clear title, images of the artist's work, a full biography, and an introductory analysis of the artist's style and techniques.

Extension task / Stretch & Challenge:

- Choose one artwork by your artist. Explain how it reflects the artist's **context**, then compare it with a similar piece by another artist. Finally, give your own **critical judgement** about how successful or influential the work is, and create a small **pastiche-style sketch** inspired by it.

Graphics Homework

Autumn Term 1: Task 2 Typography

Cover up the right-hand column to test your knowledge and understanding. Match the letters on the left with the following:

1. Script
2. Sans Serif
3. Serif (Oldstyle)

1		Sans Serif
2		Script
3		Serif (Oldstyle)

PRACTICAL TASK 2 - Art movement Research

AO1 - Art Movement Research

- ☐ As directed in class, spend some time working on your chosen second artist - biography, artist analysis, and pastiche

Extension task / Stretch & Challenge:

- Choose an appropriate font for your artist research title and body of text
- Do some font research, find out which fonts will be in trend for 2027/28 - how could you use this information in your project, evidence this research and explain how it could link

Graphics Homework

Autumn Term 1: Task 3 Digital Colour Palettes

TASK 3:

Cover up the right-hand column to test your knowledge and understanding.

1	What website would you use to make a digital colour palette?	Coolors.co website
2	How can the colour codes be used?	You can copy and paste these into photoshop or any other digital program/app such as procreate, canva to get the exact colour
3	What is colour forecasting?	Color forecasting is the process of predicting which colors will be popular in the future. It is used by many industries, including fashion, beauty, interior design, advertising, marketing, and sales.

PRACTICAL TASK 2 - Artist Research

A01 - Artist Research and colour forecasting

- ☐ Work on your second artist pages - biography, artist analysis, and pastiche

Extension task / Stretch & Challenge:

- Do some research into colour forecasting, what colours will be in trend for 2027/28 - are there different colour palettes for Spring Summer (SS) and Autumn Winter (AW). Would these colour trends work well in your project, evidence your research in your book and explain how it could link

Graphics Homework

Autumn Term 1: Task 4 Artist Research

TASK 4: Cover up the right-hand column to test your knowledge and understanding.

1	How many assessment objectives are there in AQA GCSE Art & Design?	There are four assessment objectives (AO1, AO2, AO3, AO4).
2	Which is the main assessment objective does artist research fall into?	Artist research is assessed under AO1: Developing ideas through investigations , which includes researching artists, analysing their work, and showing understanding of context.
3	How do you get top marks for the artist research section?	To achieve top marks, you must show thorough, well-explained research , clear analysis of techniques and meaning , strong links to your own work , and evidence that the artist has influenced your ideas in a meaningful way.

PRACTICAL TASK 4: Artist Research

AO1 - Artist Research

Choose one artwork by your selected artist. Complete the following steps:

1. **Study the artwork closely** — identify key visual elements such as colour, line, texture, composition and mood.
2. **Annotate your findings** — explain what you notice and why you think the artist made those choices.
3. **Create a pastiche** — produce your own small artwork inspired by the artist's style.
 - Use similar colours, techniques, materials or subject matter.
 - Show clear evidence that you understand how the artist works.
4. **Write a short reflection** — explain how your pastiche connects to the artist's original work and what you learned from the process.

Extension task / Stretch & Challenge:

Choose a second artwork by the same artist or a different artist working in a similar style. Then:

- **Compare the two artworks** — discuss similarities and differences in technique, mood, and meaning.
- **Evaluate the artist's impact** — explain what makes their style influential or distinctive.
- **Adapt your pastiche** — refine or extend your pastiche by combining elements from both artists to create a more personal response.

Graphics Homework

Autumn Term 1: Task 5 Art Elements and Principles

TASK 5:

Cover up the right-hand column to test your knowledge and understanding.

1	What does value mean in art?	Value is an element of art that describes how light or dark a colour or tone is. Artists use value to create: • Contrast (light vs dark) • Form (making objects look 3D) • Mood (dramatic, calm, mysterious) • Depth (foreground vs background) Value is essential for shading, realism, and atmosphere.
2	What is "rhythm" in art?	Rhythm is a principle of art that describes how artists create a visual beat or flow by repeating elements such as line, shape, colour, or value. It can feel: • Regular (even, predictable repetition) • Flowing (smooth, wave-like movement) • Progressive (gradual change or build-up)
3	What are geometric shapes?	Geometric shapes are precise, mathematical shapes such as: • Squares • Circles • Triangles • Rectangles • Polygons They have clear edges and are often used in design, architecture, and abstract art. They contrast with organic shapes, which are irregular and natural.

PRACTICAL TASK 5: Art Elements and Principles

AO1 & AO2 - Artist Research

Choose one artwork by your selected artist. Then complete the following steps:

1. **Analyse the artwork** — Identify the key visual elements (colour, line, shape, texture, value) and describe how they are used.
2. **Identify the artist's techniques** — Look closely at materials, brushwork, mark-making, composition, and style.
3. **Create a pastiche** — Produce your own small artwork inspired by the artist's style.
 - Match their colours, shapes, textures, or composition.
 - Show clear influence from the original artwork.
4. **Write a short reflection** — Explain how your pastiche connects to the artist's work and what you learned from the process.

Extension task / Stretch & Challenge:

- **Evaluate the artist's relevance today** — Discuss how the artist's themes or techniques connect to modern issues, culture, or technology.
- **Challenge the artist's choices** — Identify one decision the artist made (colour, composition, subject, technique) and argue how a different choice could have changed the meaning.

Graphics Homework

Autumn Term 1: Task 6 Photography

TASK 6:

Cover up the right-hand column to test your knowledge and understanding. What do the following keyboard shortcuts do in Adobe Photoshop?

1	How will you control how light or dark an image is?	You control brightness/darkness using the exposure triangle — ISO, aperture, and shutter speed. Lower ISO, smaller aperture, or faster shutter makes the image darker; higher ISO, wider aperture, or slower shutter makes it brighter.
2	What do you call photography taken very close up?	Photography taken very close up is called macro photography. It's used to capture tiny details such as textures, patterns, insects, flowers, or small objects.
3	How do you take blurry or clear fast-moving images?	To make movement clear and sharp, use a fast shutter speed (e.g., 1/500s or faster). To make movement blurry, use a slow shutter speed (e.g., 1/30s or slower). This controls how motion appears in your photos.

PRACTICAL TASK 6: Photography

AO1 & A03 - Photography

- Your task is to plan and complete a photoshoot inspired by your chosen artist and the theme of your project. You will then upload your best images to **Canva** or **Google Drive** for editing and presentation.
- Go out and take **20–30 photographs** inspired by your chosen artist and project theme. Think about **how you control light and dark** using exposure settings, take some **macro close-ups**, and capture both **blurry and clear movement** using different shutter speeds. When finished, upload your best images to **Canva or Google Drive** in a labelled folder ready for editing and annotation.

Extension task / Stretch & Challenge:

- Create a contact sheet and annotate how each image links to your artist's style, explaining your technical choices using **exposure**, **composition**, and **camera settings**.
- **Experiment with unconventional angles** Take 5 photos from extreme viewpoints (worm's eye, bird's eye, tilted angles) and explain how this enhances your theme.

Graphics Homework

Autumn Term 1: Task 7 Observational Drawing

TASK 7:

Cover up the right-hand column to test your knowledge and understanding.

1	What media could you use to do observational drawings?	You can use pencil, fine-liner, charcoal, graphite sticks, coloured pencils, biro, ink, chalk, pastels, or watercolour depending on the effect you want.
2	What type of paper/s could you draw on?	You can draw on cartridge paper, sketchbook paper, watercolour paper, brown kraft paper, sugar paper, or textured paper to create different surfaces and effects.
3	How do you create an exciting looking, well communicated page?	Use a mix of media tests, observational drawings, annotations, colour swatches, artist links, varied layouts, and clear composition to make the page visually engaging and informative.

PRACTICAL TASK 7: Observational Drawing

AO2 & A03 - Observational Drawing

- Create a **minimum of three observational drawings** using **any media**, working directly from your own photoshoot images. Choose photos that link clearly to your project theme and artist. Present your drawings neatly on a page and focus on accuracy, detail, and confident mark-making.

Extension task / Stretch & Challenge:

- Select your **best drawing** and annotate it, explaining how your media choices, techniques, and composition link to both your **artist's style** and your **photoshoot intentions**. Then choose one drawing you feel could be improved and describe **how you would refine it** using different media, paper, or techniques.

Graphics Homework

Autumn Term 2: Task 1 Assessment Objectives

TASK 1:

When you develop a project in Graphics, it's not enough to just create a final design — you need to **show how your ideas have grown from your research**, including the artists, designers, and companies that inspired you. This connection is a key part of communicating your thinking and proving your work is purposeful and well-developed. Cover up the right-hand column to test your knowledge and understanding.

1	What are the four AQA Assessment Objectives?	AO1 (Develop ideas), AO2 (Refine work), AO3 (Record ideas), AO4 (Present a final outcome).
2	Which Assessment Objective is about researching and showing understanding of artists that inspire your work?	AO1 — developing ideas through researching artists, designers, companies, and showing understanding of their work
3	Which Assessment Objective focuses on experimenting with materials and techniques?	AO2 — refining ideas by experimenting with different materials, techniques, and processes.
4	How does AO3 show up in your own project work?	AO3 appears when you record ideas, such as drawing from your photoshoot, annotating your work, taking notes, or visually exploring your theme. <i>Example:</i> "I used pencil sketches from my photoshoot to record textures and shapes linked to my theme."
	What could count as your final piece for AO4?	A final outcome could be a poster, logo design, packaging design, illustrated book cover, digital artwork, advertisement, or full graphics layout that clearly links to your research and development.

PRACTICAL TASK 1: Assessment Objectives

AO2 - Assessment Objectives

- ❑ Use your own photoshoot images to begin creating **initial ideas** in the style of your chosen artist. Produce **at least three pieces** using **any media** — digital edits, collage, printmaking, mixed media, drawing, painting, or layered compositions. Focus on capturing elements of your artist's style through layout, colour, texture, composition, or visual language.

Extension task / Stretch & Challenge:

- Create **one advanced initial idea** that clearly shows how your chosen artist has influenced your design decisions. Use **any media** you prefer — digital editing, collage, print processes, mixed media layering, or hand-drawn elements — but make sure your idea combines **at least two different techniques**. After creating it, add a short annotation explaining how your choices link back to your research and how this strengthens your developing design. Use your photoshoot as the core visual source.

Graphics Homework

Autumn Term 2: Task 2 Media and Techniques

TASK 2:

Cover up the right-hand column to test your knowledge and understanding.

1	Which technique would you use to create a layered, textured background quickly?	Collage or mixed-media layering (using torn paper, textures, prints, or digital overlays).
2	Which medium is ideal for bold, vibrant colour that dries quickly?	Acrylic paint or alcohol-based markers (e.g., Promarkers).
3	Which technique creates a print that looks different every time?	Monoprinting, because each pull produces a one-off result.
4	Which technique creates swirling, fluid patterns using floating inks?	Marbling, where inks float on water or oil before being transferred to paper.
5	Which material is best for crisp, detailed outlines?	Fine-liner pens or digital line tools for clean, precise edges.

PRACTICAL TASK 2: Media and Techniques

A02 - Media and Techniques

- ❑ Use your own photoshoot images to create **at least three initial ideas** in **any media** — digital edits, collage, printmaking, mixed media, painting, or graphic layouts. Each idea should show influence from your chosen artist through colour, composition, texture, or visual style.

Extension task / Stretch & Challenge:

- Create one **advanced initial idea** that combines **two or more techniques** (e.g. digital edit + collage, monoprint + fine-liner, marbling + digital overlay). Add a short annotation explaining how this idea links to your artist research and how combining techniques strengthens your design development.

Graphics Homework

Autumn Term 2: Task 3 Media and Techniques

TASK 3:

Cover up the right-hand column to test your knowledge and understanding. **Are the following statements true or false?**

1	Collage always requires glue	False. Collage can use glue, tape, staples, digital layering, or gel medium.
2	Marbling produces identical patterns each time.	False. Marbling creates unique, unpredictable patterns every time.
3	Fine liners are best for creating bold, thick outlines.	False. Fine liners are best for thin, crisp, detailed outlines.
4	Oil pastels can be blended by smudging with fingers or tools.	True.
5	Tape transfer can be used to layer photographic images into mixed-media work.	True.
6	Watercolour paints are opaque and cover everything beneath them.	False. Watercolours are transparent , not opaque.

PRACTICAL TASK 3: Refining Initial Ideas

AO2 - Refining Initial Ideas

Refine your initial ideas using your own photoshoot images. Create **at least two refined design developments** that show improvements in:

- **Composition** — experiment with layout, balance, spacing, and hierarchy.
- **Imagery** — crop, edit, layer, or combine your photos to strengthen visual impact.
- **Text** — try different fonts, sizes, placements, and typographic styles.
- **Target group** — adjust colours, style, tone, and imagery to suit your intended audience.

You may use **any media**: digital edits, collage, printmaking, mixed media, or hand-drawn elements. Your goal is to move your ideas **closer to a final solution** while still exploring possibilities.

Extension task / Stretch & Challenge:

Create one **high-level refinement** that clearly shows how your design is evolving toward a final outcome. This refinement must:

- Combine **at least two different techniques** (e.g., digital edit + collage, print + typography).
- Include a short annotation explaining **how your choices suit your target audience**.
- Show **clear links to your artist/designer research**, demonstrating how their style influences your composition, imagery, and text choices.
- Explain one **specific improvement** you would make next to push the idea even closer to a final design.

Graphics Homework

Autumn Term 2: Task 4 Refining Initial Ideas

TASK 4:

Cover up the right-hand column to test your knowledge and understanding.

1	Which element of art can be geometric or organic and is often used in pattern design?	Shape
2	Which element of art describes hues such as red, blue and yellow?	Colour
3	Which element of art refers to lightness and darkness?	Tone

PRACTICAL TASK 4: Refining Initial Ideas

AO2 - Refining Initial Ideas

Refine one of your initial design ideas by focusing on improving the **shape**, **colour** and **tone** within your composition. Create **two refined versions** of the same idea, each showing a different approach to:

- **Shape** — experiment with geometric vs organic shapes, repeated motifs, or pattern-based layouts.
- **Colour** — adjust hue, saturation, contrast, or palette to better suit your target audience.
- **Tone** — explore light/dark contrast, gradients, shadows, or tonal overlays to improve depth and clarity.

Use **any media** (digital edits, collage, mixed media, print, or drawing). Annotate your refinements to explain what you changed and why.

Extension task / Stretch & Challenge:

Create a targeted refinement - Produce a refined design that is specifically tailored to your chosen target group. Justify how your choices in shape, colour, and tone communicate effectively to that audience.

Develop a near-final prototype - Combine your strongest refinements into a single, more polished design. Explain how this prototype moves you closer to a final outcome and how it links to your artist/designer influences.

Graphics Homework

Autumn Term 2: Task 5 Compare and Contrast

TASK 5:

Cover up the right-hand column to test your knowledge and understanding.

1	What do the terms <i>compare</i> and <i>contrast</i> mean in art and design?	Compare = identifying similarities. Contrast = identifying differences.
2	What is a Venn diagram and how is it used to compare artists?	A Venn diagram helps you visually organise similarities (in the overlap) and differences (in the separate circles).
3	How do artists use style and formal elements differently to communicate ideas?	Artists use style (such as bold, graphic, realistic, abstract, minimal, or expressive approaches) and formal elements (line, colour, texture, shape, tone, pattern, form) in different ways to create mood, meaning, and visual impact. For example, one artist might use bright colour and bold shapes to create energy, while another uses muted tones and fine detail to create calm or realism.

PRACTICAL TASK 5: Artist Comparison - Venn Diagram

A01 & A03 - Venn Diagram

- ❑ Using a Venn diagram, identify **three similarities** and **three differences** between your chosen artists in terms of **style** and **formal elements**. Evidence in your book.

Extension task / Stretch & Challenge:

- **Evaluate which artist is more influential to your final outcome and why.** Write a short justification explaining which artist will have the strongest influence on your final design and how this will shape your choices in imagery, text, layout, and colour.

Graphics Homework

Autumn Term 2: Task 6 Final Piece Planning

TASK 6:

Cover up the right-hand column to test your knowledge and understanding.

1	Why is it important to create a plan before starting your final outcome?	A plan helps you stay focused, organised, and confident when creating your final piece. It ensures your work stays linked to your project theme, reduces mistakes, and helps you predict problems before they happen.
2	How can a rough sketch help you refine the composition of your final piece?	A rough sketch lets you test out layout ideas quickly. You can adjust spacing, balance, focal points, and text placement before committing to the final version, making sure the composition works effectively.
3	What problems might you identify when planning your final piece, and how could you solve them?	You might spot issues such as difficult techniques, unclear layout, weak colour choices, or time-consuming processes. Planning helps you solve these by testing techniques, adjusting composition, choosing better colours, or breaking the work into manageable steps.

PRACTICAL TASK 6: Final Piece Planning

A02 & A04 - Final Piece Planning

Create a **detailed final piece plan** that clearly shows how your idea will look and how it links to your project theme. Your plan must include:

- A **rough sketch** showing your intended **composition/layout**
- **Colour swatches** showing the palette you will use
- **Technique tests** (e.g., typography, textures, layering, digital edits, collage, printmaking)
- Notes explaining the **media** you will use and why
- A short explanation of how your final idea links to your **chosen artists/designers**
- (use **artist links** to show AO1 + AO4)

This plan should act as a **blueprint** for your final outcome, helping you stay focused and avoid surprises during production.

Extension task / Stretch & Challenge:

- **Create a fully annotated blueprint** Produce a detailed plan that not only shows what the final piece will look like, but also *why* every decision has been made. Explain choices in **composition, colour, tone, imagery**, and **typography**, linking each one to your project theme and target audience.
- **Predict and solve advanced challenges** Identify **three complex problems** you might face when creating your final piece (e.g., scaling issues, colour accuracy, material limitations, digital resolution, time management). For each one, propose a realistic solution and explain how it will keep your work on track.

Graphics Homework

Autumn Term 2: Task 7 Evaluating

TASK 7:

Cover up the right-hand column to test your knowledge and understanding.

1	What is an evaluation in art and design?	An evaluation is a reflective explanation of how successful your final outcome is. It shows how your work links to your research, ideas, development, and theme, and explains the decisions you made throughout the project.
2	Why is evaluation important at the end of a project?	Evaluation is important because it helps you understand how effectively your final piece communicates your theme, how well it links to your artists, and how your idea developed from initial ideas to the final outcome. It also shows what worked well and what you would improve next time.
3	What should you include in a strong evaluation of your final outcome?	Answer: A strong evaluation includes: – Clear links to your artist/designer research – How your final piece developed from your initial ideas – How you refined composition, imagery, colour, text, and techniques – Visual and stylistic links to your theme and artists – How you used your own photography – What went well and what you would improve

PRACTICAL TASK 7: Evaluating

AO2 & A04 - Evaluating

Write a detailed evaluation of your final piece that includes:

- How your final outcome links to your **research, artists, and theme**
- How your idea developed from **initial ideas** → **refinements** → **final design**
- How you used **shape, colour, tone, imagery, and typography**
- How your own **photography** was used and why it was effective
- What worked well and what you would improve if you created it again
- How your final outcome communicates to your **target audience**

Extension task / Stretch & Challenge:

- **Create a visual evaluation**
- Annotate your final piece with labels explaining where artist influence appears, where your own photography is used, and how your composition and colour choices support your theme.
- **Mock-up your final outcome using Placeit**
- Upload your final design to *Placeit* and create **three mock-ups** showing your work in real-world settings (e.g., poster on a wall, magazine cover, billboard, packaging).
- Explain how seeing your work in context helps you evaluate its effectiveness.

History Homework

Autumn Term

Week 1: Background to the Vietnam War

What was French Indochina?	An area of Southeast Asia, including Cambodia, Laos and Vietnam controlled by the French until WWII.
What was the Japanese occupation?	During WWII Vietnam was occupied by the Japanese.
Who were the Viet Minh?	Vietnamese freedom fighters who used guerilla warfare tactics.
What was French reoccupation?	This was when the French returned to claim Vietnam after WWII.
What was Dien Bien Phu?	A decisive battle during the First Indochina War between the French and the Viet Minh in 1954.
What was the Geneva Agreement?	An agreement made in 1954 to divide Vietnam into North and South along the 17th parallel.
Who was Ho Chi Minh?	The communist leader of North Vietnam.
Who was Ngo Dinh Diem?	The Catholic leader of South Vietnam.

Task 1

Knowledge Check

Answer the following questions in full sentences. You may need to research some answers.

1. Which European country controlled Vietnam before World War II?
2. Who led the Vietnamese nationalist and communist movement known as the Viet Minh?
3. What was the main aim of the Viet Minh after 1945?
4. In which year did fighting between France and the Viet Minh develop into full-scale war?
5. Which Cold War power increasingly supported France financially during the war?
6. What was the name of the major French defeat in 1954?
7. What agreement ended the conflict between France and the Viet Minh?
8. Along which line was Vietnam temporarily divided in 1954?

Task 2

The First Indochina War, 1945–1954: After Japan surrendered in 1945, Vietnamese nationalist leader Ho Chi Minh declared Vietnam independent. However, France wanted to re-establish its colonial control over the country. Negotiations failed and fighting broke out between French forces and the Viet Minh in 1946. The Viet Minh used guerrilla tactics and had strong support from many Vietnamese peasants. France relied on superior weapons and professional soldiers, but struggled to control rural areas. After the Communist victory in China in 1949, the Viet Minh received supplies and support from China. The United States became increasingly concerned about the spread of communism and provided financial aid to France. In 1954, France attempted to draw the Viet Minh into a major battle at Dien Bien Phu. Instead, the Viet Minh surrounded the French base and used artillery to destroy French positions. France surrendered after nearly two months of fighting. The defeat led to the Geneva Agreements (1954), which temporarily divided Vietnam at the 17th parallel into communist North Vietnam and anti-communist South Vietnam.

Comprehension Questions. Answer in complete sentences.

9. Why did France return to Vietnam after World War II?
10. Give two advantages the Viet Minh had during the war.
11. Why did the United States support France?
12. Why was the Battle of Dien Bien Phu important?

Challenge (Optional)

Write an account of why France was defeated in Vietnam by 1954. (8 marks)

History Homework

Autumn Term	
Week 2: Civil War in Vietnam	
What is nepotism?	It was a reason why Diem was unpopular in Vietnam. He gave top jobs to his friends and family members including his brother Nhu.
Who was Madame Nhu?	Diem's unpopular sister in law.
Who was John F. Kennedy?	The US President who was assassinated in November 1963, replaced by Lyndon B. Johnson.
What was the Strategic Hamlets Program?	An unpopular idea of the Americans and the Diem government to move Vietnamese peasants into fortified villages.
What was the National Liberation Front?	The official name of the group known as the Vietcong that was established in 1962.
What was the ARVN?	This was the army of South Vietnam and was supplied with American weapons.
What was the role of military advisors?	The US sent advisors to South Vietnam to train the ARVN in using the US supplied weapons.
What is guerilla warfare?	The tactic used by the Vietcong. It meant using ambush tactics.

Task 1

Knowledge Check

Answer the following questions in full sentences. You may need to research some answers.

1. Which agreement temporarily divided Vietnam in 1954?
2. What line divided North and South Vietnam?
3. Who became the leader of South Vietnam after 1954?
4. Which communist leader controlled North Vietnam?
5. What was the name of the communist guerrilla force operating in South Vietnam?
6. Which US president sent military advisers to South Vietnam during the early 1960s?
7. Who was accused of nepotism?
8. Who was Madam Nhu?

Task 2

Source Interpretation. Read the source below.

"If South Vietnam falls to communism, other countries in Asia may soon follow. We must support South Vietnam to prevent this from happening." — Statement by an American politician, early 1960s

9. What message is the source giving about US involvement in Vietnam?
10. How does the source support the Domino Theory?

Challenge (optional)

The fear of communism was the most important factor in increasing US involvement between 1954 and 1963. How far do you agree with the statement?

Explain your judgement using specific evidence.

History Homework

Autumn Term

Week 3: US Escalation in Vietnam

What was the Battle of Ap Bac?	A battle of January 1963 during which the Vietcong defeated a much larger ARVN force.
Who assassinated Diem?	The ARVN assassinated Diem in November 1963. Kennedy was aware of the plan to remove him from power.
Who was Lyndon B Johnson?	The President who replaced Kennedy after his own assassination in November 1963.
What was the Domino Theory?	The idea that if one country in Asia was allowed to fall to communism then they would all fall.
What was the Gulf of Tonkin Incident?	A series of attacks by North Vietnamese boats on the US patrol ship the USS Maddox in August 1964.
What was the Gulf of Tonkin Resolution?	This gave the President the power to do whatever was necessary to protect South Vietnam from communism.
What is congress?	The name given to the US parliament that votes on laws.
What was the Battle of Ap Bac?	A battle of January 1963 during which the Vietcong defeated a much larger ARVN force.

Task 1

Knowledge Check

Answer the following questions.

1. In which year did the Gulf of Tonkin Incident take place?
2. Which US destroyer reported being attacked on 2 August 1964?
3. Which country was accused of carrying out the attack?
4. What was the name of the resolution passed by the US Congress after the incident?
5. Which US President requested the resolution?
6. What power did the resolution give the President?

Task 2

Comprehension.

Why was the Gulf of Tonkin resolution important?

The Gulf of Tonkin Resolution marked a turning point in the Vietnam War. It provided the legal authority for a major escalation of US military involvement. Following the resolution:

- American bombing campaigns against North Vietnam increased.
- The number of US troops sent to Vietnam rose dramatically.
- The USA moved from an advisory role to direct military involvement.

Many historians view the resolution as the event that opened the door to full-scale American participation in the Vietnam War.

7. Why was the resolution important for the future of the Vietnam War?
8. Why do some historians describe the resolution as a "blank cheque"?

Challenge (optional)

Write an account of how the Gulf of Tonkin Resolution was important in increasing US involvement in Vietnam. (8 marks)

You should refer to:

- The Gulf of Tonkin Incident
- The powers given to President Johnson

History Homework

Autumn Term

Week 4: Vietcong Tactics

What were some examples of guerrilla tactics?	The Vietcong fighters did not wear uniform, had no base camps and attacked the Americans in small groups.
What was the Ho Chi Minh Trail?	A series of paths, tracks and roads for the North Vietnamese government to supply the Vietcong in South Vietnam.
What was meant by 'Hanging on the belts of the Americans?'	The Vietcong would stay close to the Americans and ambush them, making it difficult for the US to bomb them.
What were tunnels used for?	The Vietcong had a 300 km network of tunnels under the ground that they used for shelter, storage and to ambush the Americans.
What types of booby traps were used?	Punji traps used sharpened bamboo spikes hidden in shallow pits sometimes smeared with poo.
What were bouncing betties?	Mines that launched into the air and detonated 1 metre into the air. These were designed to injure soldiers rather than kill them.
What was the Code of Conduct?	It was a document issued to the Vietcong to make sure that they treated the Vietnamese peasants with respect and won 'hearts and minds.'
How did the Vietcong use propaganda?	The Vietcong used posters to show themselves as the good guys and the Americans as foreign invaders.
What were some examples of guerrilla tactics?	The Vietcong fighters did not wear uniform, had no base camps and attacked the Americans in small groups.

Task 1

Knowledge Check. Answer the following questions.

1. What type of warfare did the Viet Cong mainly use?
2. What distance did the network of tunnels used by the Viet Cong cover?
3. What were booby traps designed to do?
4. Why was it difficult for US soldiers to identify Viet Cong fighters?
5. What was the name of the supply route running through Laos and Cambodia?
6. Give one example of a Viet Cong booby trap.
7. Why was support from local villagers important to the Viet Cong?
8. What environment did the Viet Cong use to their advantage?

Task 2

Which Viet Cong tactic was the most effective?

- Guerrilla warfare
- Tunnel systems
- Booby traps
- Local support

Write one paragraph explaining your judgement using specific evidence.

Challenge

Explain why Viet Cong tactics were difficult for American forces to defeat.

You should refer to:

- Guerrilla warfare
- Tunnel systems

You must also use your own knowledge.

History Homework

Autumn Term	
Week 5: American tactics	
What was important about the number 19?	It was the average age of the US soldiers in Vietnam.
What was the draft?	The name given to the process by which soldiers were called up to the army and sent to fight in Vietnam.
What were Search and Destroy missions?	US troops searched villages for Vietcong soldiers, if any were found they would destroy the village as a warning.
What was Operation Rolling Thunder?	A bombing campaign that began in February 1965 and lasted until 1968. It aimed to destroy the Ho Chi Minh trail and the morale of North Vietnam.
What was attrition?	The tactic used by the Americans, based on the idea that they could win by wearing down the Vietcong.
How did the war escalate for the US?	The first US combat troops arrived in March 1965. By 1968 there were over 500,000.
What was agent orange?	A highly toxic weed killer that was used to destroy the jungle so Americans could see the Vietcong trails.
What was napalm?	A mixture of a gelling agent and petrol, burning anything that it landed on. It was used to destroy the jungle.

Task 1

Knowledge Check. Answer the following questions.

1. What was the name of the major American bombing campaign against North Vietnam?
2. What was the purpose of Operation Rolling Thunder?
3. What were Search and Destroy missions designed to achieve?
4. What chemical was used to remove jungle vegetation?
5. What chemical weapon caused severe burns and fires?
6. Why did the USA find it difficult to defeat the Viet Cong?
7. Which environment gave the Viet Cong an advantage over American forces?
8. Why is the number 19 important in relation to US troops in Vietnam?

Task 2

Which US tactic was the least effective between 1965 and 1968?

- Operation Rolling Thunder
- Search and Destroy
- Agent Orange
- Napalm

Write a paragraph explaining your judgement using specific evidence.

Challenge

Research the long term effects of US bombing and the use of chemicals in Vietnam. Are there still problems in Vietnam today caused by the far fought over 50 years ago.

History Homework

Autumn Term

Week 6: The Tet Offensive

Who was William Westmoreland?	The commander of US forces in Vietnam.
What is Tet?	A Vietnamese holiday celebrating the lunar new year.
What was the Tet Offensive?	It was when 84,000 Vietcong troops attacked 100 towns, cities and US military bases during a ceasefire.
What happened at the US Embassy?	A Vietcong unit was able to get inside the US Embassy compound. They were quickly defeated but media images shocked the world.
In what ways was it a military defeat?	For the Vietcong it was a military defeat with 50,000 North Vietnamese and 10,000 Vietcong fighters killed
Why was it a turning point?	It proved to many Americans that the Vietcong were not close to defeat.
How did Tet impact on opposition at home?	This increased in America after the Tet offensive as many had seen the harsh realities of the war on their TV screens.
Who was Walter Cronkite?	He was an American news presenter who turned against the war after the events of the Tet Offensive

Task 1

Knowledge Check. Answer the following questions.

1. What was the Tet Offensive?
2. In which year did the Tet Offensive take place?
3. Which communist groups launched the attacks?
4. Why was the timing of the offensive significant?
5. What was the name of the US policy that aimed to stop the spread of communism?

Task 2

Read the source below.

"The enemy launched attacks across South Vietnam, including in major cities and even at the American Embassy in Saigon. Although US and South Vietnamese forces eventually regained control, the scale of the attacks shocked many people in the United States." - US soldier in Vietnam

Questions

6. What does the source suggest about the scale of the Tet Offensive?
7. Why might the attacks have shocked people in the USA?
8. What can you infer from the source about the success of US military strategy before Tet?

Challenge

Explain two consequences of the Tet Offensive for the USA.

You may include:

- Public opinion in America
- Media coverage
- Confidence in government claims
- President Johnson's decisions

Target: 8–10 sentences

History Homework

Autumn Term

Week 7: Germany Revision

What was the Weimar Republic?	The name given to the democratic government that ruled Germany from 1918-1933
When did the hyperinflation crisis take place?	The hyperinflation crisis happened in 1923 after the German government refused to pay reparations to France and Belgium. The invasion of the Ruhr provoked an economic crisis that resulted in the currency becoming worthless
What was the Great Depression?	The Great Depression occurred in Germany from 1929-1933. It started with the Wall St Crash in America and led to 6 million becoming unemployed in Germany.
When did Hitler become Chancellor?	Hitler was appointed Chancellor in January 1933 by President Hindenburg as the Nazi Party was the biggest party.
What was the Night of the Long Knives?	The Night of the Long Knives was when the SS were used to murder potential opponents to Hitler within the SA. This included the arrest and murder of their leader Ernst Rohm. This happened in 1934.
Which groups opposed the Nazis after 1934?	There was opposition from youth groups such as the Edelweiss Pirates and the White Rose. There were religious opponents such as Dietrich Bonhoeffer. In addition there was opposition from the military such as the July Bomb Plot of 1944.
What was the Hitler Youth?	This was the name given to the youth groups in Nazi Germany. Boys were taught skills to prepare them for the military. The girls group known as the League of Germany Maidens taught girls to become mothers.
What happened to the church in Nazi Germany?	The Catholic Church signed an agreement with the Nazis to leave each other alone. The Nazis started their own protestant church which taught Nazi ideology known as the Reich Church. Some priests opposed the Nazis.

Task 1

Key Knowledge (8 marks)

1. Give two economic problems Germany faced between 1918 and 1923.
2. What caused the hyperinflation crisis of 1923?
3. What happened during the French occupation of the Ruhr in 1923?
4. Name two groups or individuals killed during the Night of the Long Knives.
5. Give two reasons why Hitler ordered the Night of the Long Knives.
6. Name one religious group that opposed Nazi policies.
7. Name one youth group that resisted Nazi control.
8. Give one way the Nazis tried to control young people.

Task 2

Complete the table below.

Topic	Three key facts to remember
Economic problems 1918–23	
Night of the Long Knives	
Opposition after 1934	
Church and youth policies	

History Homework

Autumn Term

Week 8: The My Lai Massacre

What was Charlie Company?	A group of American soldiers sent on a Search and Destroy mission to the village of My Lai.
When did the massacre take place?	The soldiers were sent to the village during March of 1968 just after the Tet Offensive.
How many were killed?	347-504 unarmed civilians.
How was the massacre covered up?	The American army did not report that a massacre had taken place and reported the incident as a successful mission that killed Vietcong fighters.
Who was Ronald Ridenhour?	A young soldier who wrote letters to 30 leading US politicians and military officials about My Lai asking for an investigation.
Who was William Calley?	The only man who was found guilty and was charged with the murder of 109 people.
What was the impact of the massacre at home?	The mistrust of the government increased after the events of the My Lai massacre were revealed in 1969.
What was the impact on anti-war opposition?	This also increased after the events of My Lai were revealed in 1969.

Task 1

Key Knowledge (5 marks)

9. What happened at My Lai on 16 March 1968?
10. Who carried out the massacre?
11. Approximately how many Vietnamese civilians were killed?
12. How was the massacre initially kept secret?
13. How did the American public learn about the events at My Lai?

Task 2

Read the source below.

"When photographs and reports of the My Lai Massacre became public in 1969, we were shocked. The images appeared to contradict government claims that the United States was fighting to protect civilians and defend democracy in South Vietnam." - Student protest leader speaking in 1969

14. What does the source suggest about the reaction of Americans to the My Lai Massacre?
15. Why might the photographs have been particularly important in changing public opinion?
16. What does the source suggest about the impact of My Lai on trust in the US government?

Challenge

Explain the consequences

Write an account of how the My Lai Massacre increased opposition to the Vietnam War. (8 marks)

You may include:

- Media coverage
- Public opinion
- Anti-war protests
- Trust in government
- The treatment of Vietnamese civilians

Aim for 2 PEE paragraphs covering the chronology of events.

History Homework

Autumn Term	
Week 9: Anti-War Opposition	
What were draft dodgers?	The name given to people who went to places like Canada to avoid the draft.
What was the draft?	The American term used to describe when civilians were called up to fight in the army.
What was the Peace Movement?	The name given to the students who protested for an end to the war.
What were Students for a Democratic Society?	(SDS) The largest student peace movement group.
What was a popular chant of protestors?	"Hey, hey, LBJ, how many kids did you kill today?"
What was the role of celebrities?	They had great influence over the public and spoke out against the war. For example, Muhammad Ali and John Lennon.
What was Vietnam, Veterans Against the War?	(VVAW) A group of people who had fought in Vietnam and demanded an end to the war.
What happened at the US Capitol?	This is the building in Washington DC that houses Congress. In 1971 VVAW members threw their war medals over a barricade erected outside the US Capitol building.

Task 1

Key Knowledge (5 marks)

1. What does SDS stand for?
2. Why were many students opposed to the Vietnam War?
3. What was the VVAW?
4. Give the name of one celebrity who publicly opposed the war.
5. Name one event that increased anti-war feeling in the USA.

Task 2

Exam practice

The anti-war opposition was the main factor in the US government's inability to continue fighting in Vietnam. How far do you agree with this statement?

You may include:

6. Student protests
7. Celebrity campaigns
8. VVAW activities
9. Public opinion
10. Media coverage

Write one developed paragraph agreeing with the statement.

Challenge

Which group was most important in increasing opposition to the Vietnam War: students, celebrities or veterans?

Explain your answer.

History Homework

Autumn Term

Week 10: Nixon and Vietnamisation

Who was Richard Nixon?	President from 1969 until 1974.
What was 'Peace with honour'?	The promise made by Nixon that he would bring an end to the Vietnam War.
What was Vietnamisation?	The idea that the South Vietnamese should fight the war and the US troops should be brought home.
What was the ARVN?	The nickname for the South's army. The Army of the Republic of Vietnam.
What was withdrawal?	The process of bringing US troops home from Vietnam.
What is Cambodia?	The country that Nixon ordered to be bombed and then invaded in 1970.
What was the 'incursion'?	The word used by Nixon to describe the invasion of Cambodia in 1970.
What is napalm?	The weapon was dropped by ARVN planes, sometimes on civilians. This led to one of the most famous images of the war, 'Napalm Girl' captured in 1972.

Task 1

Key Knowledge (5 marks)

1. What was Vietnamisation?
2. What was Nixon's aim in introducing Vietnamisation?
3. Which country's army was expected to take over more of the fighting?
4. Why did Nixon send troops into Cambodia in 1970?
5. How did many Americans react to the Cambodian invasion?

Task 2

Use the words below to complete the sentences in your books.

Cambodia | protests | troops | South Vietnamese | supply routes

Vietnamisation involved replacing American soldiers with _____ forces.

Nixon reduced the number of US _____ in Vietnam.

In 1970, American and South Vietnamese forces entered _____.

One aim of the invasion was to destroy communist _____.

The invasion led to widespread student _____ across America.

Challenge

Explain two consequences of Nixon's policies in Vietnam.

You may include:

- Vietnamisation
- Reduction of US troop numbers
- Cambodian invasion
- Public protests
- The continuation of the war

Write two developed paragraphs.

History Homework

Autumn Term	
Week 11: Kent State University and the media war	
What happened at Kent State University?	It was the university in Ohio where protests against the Vietnam War led to the National Guard shooting at students.
How many were killed?	4 students were killed and 9 were wounded.
Why did the protest take place?	The reason that students were protesting at the University in 1970 was because of the incursion into Cambodia which widened the war.
How many students protested?	2 million students around the country who refused to attend their classes as a protest against the shootings.
What happened at Jackson State University?	It was the university where 2 African-American students were also shot dead.
What was the First Television War?	It was the name given to the Vietnam war as there were so many cameramen and journalists present.
Who was Walter Cronkite?	He was a popular news presenter who turned from being for the war to against the war after the Tet offensive in 1968.
What did President Johnson say about Cronkite?	'If I've lost Cronkite, I've lost the country.' This shows the importance of the media during the Vietnam War.

Task 1

Key knowledge. Answer the following questions in full sentences.

1. Why were students protesting in May 1970?
2. Where did the shootings take place?
3. Who fired on the student protesters?
4. How many students were killed?
5. Why did the event receive so much attention across America?

Task 2

Chronology Challenge. Write out these events in the correct date order.

- National Guard opened fire on protesters
- Nixon announced the invasion of Cambodia
- Four students were killed
- Student protests took place on campus
- News of the shootings spread across America

Challenge

"The Kent State shootings became a turning point in public attitudes towards the Vietnam War." How far do you agree?

Write one paragraph supporting this idea.

You may consider:

- The deaths of the students
- Media coverage
- Public protests

History Homework

Autumn Term	
Week 12: The End of the Vietnam War	
What was the role of the USSR and China?	Nixon improved America's relationship with these two countries so they would put pressure on North Vietnam to end the war. They had supplied North Vietnam with weapons during the war.
What were the Paris Peace Talks?	The negotiations for peace in Vietnam that went on from 1969 to 1973.
Who was Henry Kissinger?	The name of the American Secretary of State who negotiated the Paris Peace Agreement of 1973.
How was bombing used by the USA?	Carpet bombing of Vietnam was supposed to force North Vietnam to sign a peace agreement.
What was the Paris Peace Agreement ?	Signed in 1973, it agreed that US troops would leave Vietnam and the North promised not to attack South Vietnam.
What was the fall of Saigon?	After the North invaded the South in 1975 they captured the capital city of the South, Saigon. Vietnam was unified and communist. The war was over.
How much did the US spend on the war?	The amount of money that the US spent on the Vietnam War from 1945-75 was \$170 billion.
What were the US casualty figures?	The number of US casualties was 58,000 dead and 300,000 wounded.

Task 1

1. In which year were the Paris Peace Accords signed?
2. What was one key aim of the Paris Peace Accords?
3. What role did Henry Kissinger play in ending the war?
4. What happened in Saigon in April 1975?
5. What was the result of the Fall of Saigon for Vietnam?

Task 2

Fill in the Gaps. Write out the full sentences using the words below.

withdrawal | ceasefire | Kissinger | Saigon | communist

6. The Paris Peace Accords included a _____ between the sides.
7. The agreement allowed for the _____ of American troops.
8. Henry _____ helped negotiate the peace settlement.
9. In 1975, North Vietnamese forces captured _____.
10. Vietnam was reunited under _____ rule.

Challenge

Write an account of how the Vietnam War ended in 1975. (8 marks)

You may include:

- The Paris Peace Accords
- American troop withdrawal
- Henry Kissinger's negotiations
- The strength of North Vietnam
- The Fall of Saigon

History Homework

Autumn Term

Week 13: The cost of the Vietnam War

The cost of the Vietnam War

Human Cost

More than 58,000 American soldiers were killed.

Hundreds of thousands were wounded.

Millions of Vietnamese civilians and soldiers died.

Many people were left homeless or displaced.

Economic Cost

The USA spent billions of dollars on the war.

Money spent on Vietnam could not be used for domestic programmes.

The war contributed to economic difficulties in the United States.

Environmental Cost

Large areas of forest were destroyed by chemicals such as Agent Orange.

Farmland was damaged, making it difficult for people to grow crops.

Long-term health problems affected many Vietnamese people.

Political and Social Impact

Many Americans lost trust in the government.

Opposition to the war grew throughout the 1960s and 1970s.

The USA's reputation was damaged by its failure to achieve victory.

Vietnam was reunited under communist rule in 1975.

Task 1

Knowledge Check. Answer the following questions in full sentences.

1. Approximately how many American soldiers died in the Vietnam War?
2. Give one example of the environmental damage caused by the war.
3. How did the war affect public trust in the US government?
4. Give one economic cost of the war for the United States.
5. What happened to Vietnam after the war ended?

Task 2

Comprehension. Read and answer the questions.

By 1975, the Vietnam War had cost the United States thousands of lives and billions of dollars.

Television coverage brought the realities of war into people's homes, while many Americans questioned whether the sacrifices had been worthwhile."

6. According to the source, what were two costs of the war for the USA?
7. Why might television coverage have increased criticism of the war?
8. What does the source suggest about American attitudes towards the war by 1975?

Challenge

Which was the most significant consequence of the Vietnam War: the human cost, the economic cost, or the political impact?

Explain your answer.

History Homework

Autumn Term	
Week 14: Events of the Korean War	
What was the Pusan Pocket?	The small area in South Korea that was not conquered by the North after their invasion in June 1950.
Who was Douglass MacArthur?	The American General who led the UN forces in Korea. He was later sacked by Truman.
What were the Inchon landings?	The surprise attack by the UN in September 1950 which led to them pushing the North back beyond the 38th parallel.
What is the Yalu River?	The border between North Korea and China which UN troops pushed the North Koreans back to. This led to China entering the war.
When did a stalemate occur?	After a UN counterattack that recaptured Seoul, from March 1951 until the armistice in 1953 neither side was able to gain any advantage.
Who was Eisenhower?	The American President who wanted to end the Korean war and came to power in 1953
What was the consequence of Stalin's death in 1953?	China and North Korea felt they could no longer count on the support of the USSR in 1953
What is Panmunjom?	The place where an armistice was signed in 1953 which stopped the fighting and created a demilitarised zone along the border of North and South.

Task 1

1. Which country invaded South Korea in June 1950?
2. What was the Pusan Perimeter?
3. Who led the UN forces during the Inchon Landing?
4. Why did China enter the Korean War?
5. What was agreed at Panmunjom in 1953?

Task 2

Timeline Activity

Write out the following events in the correct order

- Armistice signed at Panmunjom
- Chinese forces enter the war
- North Korea invades South Korea
- UN forces hold the Pusan Perimeter
- Inchon Landing takes place

Challenge

Write an account of how the Korean War ended in a stalemate. Write two developed paragraphs.

Merry Christmas



Health and Social Care Homework

Please be aware that HSC homework will sometimes not be set according to the weeks as we are currently completing a piece of coursework - all homework will be set on google classrooms but there may also be additional homework set.

Autumn Term	
Weeks 1-2	
What are communicable diseases?	Communicable diseases or infectious diseases which are caused by pathogens such as bacteria, viruses and fungi. These communicable diseases are spread from one person to another.
What is a pathogen	A pathogen is a bacterium, virus, fungus or parasite that can cause disease. Often more simply known as germs.
What is bacteria?	Bacteria or microscopic single cell organisms which exist everywhere. Many are harmless and some are good for our bodies, but some cause bacterial infections such as salmonella which causes food poisoning.
What is a virus?	A virus is a tiny pathogen that needs to enter the cells of a living being to be able to multiply. An example is rhinovirus, which causes the common cold. Other examples of viruses include influenza and COVID-19.
What is fungi?	Fungi are organisms that include yeast, moulds and mushrooms. Fungal infections usually affect the skin.
How can we decrease the cost of care?	The NHS could save money if people improve the ways they look after themselves. This is because the NHS provides many treatments for preventable illnesses, such as: illnesses caused by obesity e.g. diabetes.
How can we decrease sickness and dependency?	The department of health and social care published a report, prevention is better than cure, in 2018. It states that if a choice of an individual reflects current health advice then many illnesses and diseases are preventable.
What are the effects of health on increased life expectancy?	In a healthy society, people will live longer and enjoy better physical and mental health. Poor health because of poor lifestyle choices may mean your life expectancy is shorter.

1. How can improving personal health habits help reduce healthcare costs for the NHS?
2. According to the "Prevention is Better Than Cure" report, how can following health advice decrease sickness and dependency?
3. How can poor lifestyle choices affect life expectancy and overall health?
4. Why does the NHS spend money on preventable illnesses, and give one example of a preventable illness.
5. How does living in a healthy society affect people's physical health, mental health, and life expectancy?

Health and Social Care Homework

Autumn Term	
Weeks 3-4	
What is a public health challenge?	A public health challenge is a problem or condition that affects the health and well-being of a population and is difficult to prevent, manage, or solve. These challenges often require coordinated efforts by governments, healthcare systems, communities, and individuals.
What is a target audience?	A target audience is the specific group of people that a message, product, service, campaign, or program is intended to reach and influence.
What are the factors that influence health and well-being?	The factors that influence health and well-being are: Lifestyle choices, socio-economic, access to services and health (mental and physical)
What are the barriers leading to a healthy lifestyle?	The barriers leading to a healthy lifestyle are: advertising/media, peer pressure, lack of support and cost.

For each of the questions below use information you have already learnt and use research to help.

Reference where you found the information.

1. How can advertising, peer pressure, lack of support, and cost affect a person's lifestyle choices and health? Discuss each separately.
2. Why is it important to identify a target audience when planning a health campaign?
3. How can access to services affect a person's physical and mental health?
4. How can peer pressure make it difficult for someone to make healthy lifestyle choices?
5. Why might the cost of healthy food, exercise facilities, or healthcare be a barrier to a healthy lifestyle? Discuss each separately
6. What is the difference between a factor that influences health and a barrier to a healthy lifestyle? Give one example of each.

Health and Social Care Homework

Autumn Term	
Weeks 5-6	
Give examples of Health Care Settings	Give examples of Social Care Settings
 Hospital  Walk-in centre  Pharmacy  Health centre  Nursing Home  Opticians  GP surgery  Dental Practice	 Retirement home  Day centre  Foodbank  Residential care home  Social services  Support group  Community centre  Homeless shelter

1. Identify one health care setting that provides emergency treatment.
2. State one service provided by a GP surgery.
3. Name one setting that supports older adults with daily living needs.
4. Explain two ways a Foodbank can support individuals in the community.
5. Describe two reasons why someone may use a walk-in centre instead of a GP surgery.
6. Explain two ways a Community centre can improve an individual's wellbeing.
7. Explain the importance of protecting service users from abuse and harm in a residential care home.

Health and Social Care Homework

Autumn Term	
Weeks 7-8	
What is choice?	This right allows individuals to make their own choices on a day to day basis
What is consultation?	Consultation is the right of individuals to be involved in decisions about their care and support so their views, opinions, wishes, and preferences are considered.
What is protection from abuse and harm?	Protection from abuse and harm means every individual has the right to be safe from physical, emotional, financial, sexual, or any other form of abuse or exploitation.
What is confidentiality?	Personal information about an individual is kept private and only shared on a ' <i>need to know basis</i> '
What is equal and fair treatment?	All individuals are entitled to be treated fairly and without discrimination, regardless of their background, beliefs, or characteristics. This promotes equality and dignity.

1. Identify one right that involves making decisions about care and daily life.
2. Identify one type of abuse service users must be protected from.
3. Describe two ways **choice** can be promoted in a care setting.
4. Explain two reasons why **confidentiality** is important.
5. Describe two ways a care worker can show **equal and fair treatment**.
6. Explain two ways service users can be involved in **consultation**.
7. Explain how **choice** can improve a service user's wellbeing.
8. Explain why **protection from abuse and harm** is important in care settings.

Health and Social Care Homework

Autumn Term
Weeks 9-10

Using your knowledge from the **summer term of year 10** - answer the question below.
Look at this example menu for a lunch club for adults over the age of 55:

Sunshine Lunch Club
<u>Starter</u>
Ham and pea soup
<u>Main</u>
Roast beef, Yorkshire pudding, mashed potato, peas, carrots and gravy
<u>Dessert</u>
Apple crumble and custard
<u>Tea or coffee</u>

The staff responsible for planning the menu gave it a lot of thought. They tried to include foods that are soft, traditional and familiar, and meals that the adults might not cook for themselves at home.

1. What **assumptions** have the staff made about the adults who attend the lunch club?
2. What choices does this menu allow for?
3. Which groups of people might this menu exclude? Consider dietary rules for the main religions.
4. With this menu, all service users receive exactly the same food. How is this an example of unequal and unfair treatment?
5. What procedures should the lunch club have to ensure all members of the club are kept safe?
6. What personal information might the lunch club need about its members? How can the staff ensure they maintain the service users' confidentiality?

Health and Social Care Homework

Autumn Term	
Weeks 11-12	
What does empower mean?	Empower means allowing somebody to take control over their own life and make their own decisions.
What is self-esteem?	Self-esteem is how much a person values and thinks positively about themselves.
What is high self-esteem?	High self-esteem is when a person feels happy, confident, and positive about themselves
What is low self-esteem?	Low self-esteem is when a person feels unhappy, lacks confidence, and may feel worthless.
What does vulnerable mean?	Vulnerable means being easily physically, emotionally, or mentally hurt, influenced, or attacked.
What does need-to-know basis mean?	Need-to-know basis means information is only shared with people directly involved in an individual's care and support.
What is an impact?	Impact is the effect or consequence that an action or event has on someone or something.

Answer the questions below:

1. Describe the difference between high and low self-esteem.
2. Explain two ways empowerment can benefit a service user
3. Describe two reasons why vulnerable people need protection in care settings.
4. Explain how empowerment can improve self-esteem
5. Explain the importance of '**need to know basis**' in health and social care

Health and Social Care Homework

Autumn Term
Weeks 13-14

Task: You're going to research **two** recent campaigns from the list below (try and pick campaigns that would be related to your topic (obesity or sexual health) or that you can get good ideas from!):

- #CoverUpMate
- Change4Life
- Tilly the Tooth
- Count 14 Campaign
- Drinkaware
- Stoptober
- Be a Soaper Hero
- Catch it. Bin it. Kill it.
- Every Mind Matters
- Food Upfront
- Ouch – Your Sexual Health Matters

For each of the **two campaigns** you choose, you need to answer the following:

- Their **aims** (what do they want to raise awareness about or change?)
- Their **target audience** (what age group, gender, etc they are aiming their campaign at).
- The **potential benefits** of the campaign being successful for individuals and for society
- **How** they make the campaign effective and memorable for their audience – types of resources in the campaign, activities as part of the campaign, use of persuasive techniques, use of imagery / colour etc in content (think about your English lessons!)

You can complete this as a poster or digital document.

Health and Social Care Homework

Autumn Term	
Week 15	
What is the purpose of posters?	Posters are used to inform your audience about key facts and statistics related to your topic. They can also include diagrams to help explain difficult topics. They should be bright, eye-catching and engaging.
What is the purpose of leaflets?	Leaflets are used to give further detail about your campaign topic. They should include key facts, definitions, statistics, explanation and how your target audience can get support for your issue.
What is the purpose of cue cards?	Cue cards are small flash cards with bullet points on them. They help you structure your presentation and can help you with remembering what to say.
What is the purpose of quizzes?	Quizzes are used to test the knowledge of your target audience on your topic. They are also engaging ways to get your audience to take part in your presentation. These can be done as whiteboard or paper quizzes.
Feedback Forms	Feedback forms are filled in by your audience after the presentation. They mean you can collect feedback on what your audience has learnt, how well you did with your communication (verbal. Non-verbal and written) and how engaging your presentation was. This will be used as evidence for Task - Your evaluation of your presentation.

Task: You are going to create the resources for your campaign, ready to present to older students.

Resources you may need to make for your campaign include:

- Posters
- Leaflets
- Cue card (prompts to help you remember what to say).
- Quizzes
- Games/ activities

Hint: You can use Canva or hand draw your posters to help make a colourful display!

Media Homework

Autumn

Weeks: 1-2

Print Magazines-Media language

Headline	Is the phrase or sentence that attracts our attention to the product or service.
Captions	Words that accompany an image that explain its meaning and link it back to the related story.
Body of text	Magazines are full of news reviews, interviews, opinion pieces, exposes, and behind the scenes stories.
Images	Celebrity sells. Many publications note a sharp increase in revenue when the most famous faces dominate the cover.
Colour Palette	The suite of colours that are used in the creation of media texts, such as magazines, to reflect a brand and appeal to its audience.
Font	The style and size of text characters on the printed page.
Layout	Where images and text are placed on the front cover.
Masthead	The masthead refers to the title of the magazine.
Coverlines	Other important stories are floated along the sides of the cover.
Enigma Codes	A narrative device in the form of a mystery or puzzle that is not immediately resolved.
Mode of Address	Will vary depending on the publication, especially if the readers expect the language to be formal or informal.

Task 1: Rapid Recall & Terminology. **Suggested amount of time:** 60 minutes

Focus: To accurately identify and define layout codes.

Q1. Layout Code Match-Up (5 marks):

Write the correct layout term next to its corresponding visual description below. Choose your answers only from this list: Puffs, Boxouts, Masthead, Coverlines, Plugs.

- The main title of the magazine, usually positioned at the top of the front cover.
- Eye-catching graphic shapes (often stars) used to promote a competition or an incentive to buy.
- Coloured squares or rectangles placed behind text to make the words easier to read against a background image.
- Smaller, secondary stories floated along the sides of the cover to show what else is inside.
- General eye-catching graphics used dynamically to draw quick attention to specific text elements.

Q2. Short Answer (5 marks):

-Define what an Enigma Code is and explain why a magazine editor would deliberately use one on a front cover. (3 marks)

-Explain how a magazine's Colour Palette and choice of Font help to establish its overall brand identity. (2 marks)

Part B: Structural Media Analysis (20 Minutes)

Aim: To analyse how front covers use celebrity and layout to manipulate consumers.

Q3. Analytical Paragraphs (10 marks total):

Write a structured, concise response for each point below (around 60–80 words per point).

Point 1: The Economics of Celebrity (5 marks): Explain why many print magazines note a sharp increase in sales revenue when a highly famous celebrity face dominates the cover image. Use the concept of target audience in your answer.

Point 2: Strips vs. Banners (5 marks): Describe where you would typically find a Strip or a Banner on a magazine cover, what they usually contain, and how they assist the reader's eye.

Media Homework

Autumn

Weeks: 3-4

Print Magazine-Media language/Newspapers-Media Language

Price, Issue and Barcode	Magazines should include the date, issue, price and barcode on the cover.
Sell Line	Short, sharp description of the title's main marketing point.
Anchorage	The text (copy) that fixes (anchors) an image and its meaning.
Audience Positioning	The technique used to persuade the audience to interpret a media product in a particular way.
By-line	The printed line of text in a newspaper/magazine that names the writer of an article.
Depth of Field	This is the distance between the nearest and furthest points away from the camera that are in focus.
House Style	The overall design style of a newspaper, website or magazine.
Mock-up	A rough plan of how the layout of a page of printed media will look.
Copy	The name given to articles written by journalists.
Images	Photographs in a newspaper are chosen by a picture editor and these choices play a crucial role in determining the look of a newspaper.
Headlines	A great headline is essential for a successful newspaper as it attracts a potential buyer's attention.
Tabloid Headlines	Tabloid headlines tend to be large and catchy and often use puns, rhyme, abbreviation, alliteration, even invented spellings.
Broadsheet Headlines	A broadsheet will use headlines which are longer and more serious.

Task 2: Practical Layout Design Pitch. **Suggested amount of time:** 60 minutes

Focus: To apply front cover layout codes to a creative production concept.

Q4. Creative Design Application (10 marks):

Imagine you are designing a brand-new magazine cover for a teenage audience. Draw a rough sketch or write a bulleted production pitch explaining exactly where you will position elements on your page.

- Your design pitch must explicitly label and explain your choices for the following four elements:
- Masthead & Headline: What is the title, and what phrase will attract instant attention?
- Mode of Address: Will your cover lines be formal or informal? Why?
- Captions & Body of Text: How will text accompany your main image to explain its meaning?
- Layout Structure: Where exactly will you place your primary image in relation to your cover lines?

Peer Marker Name: _____

One Positive Feedback Point (WWW - What Went Well): _____

One Improvement Point (EBI - Even Better If): _____

Media Homework

Autumn
Weeks: 5-6

Newspapers-Generic Conventions	
Skyline	Tells the reader about what is happening in another section of the paper.
Typography	Typography (serif, sans-serif font).
Generic Conventions-Tabloids	Softer news agenda - human interest stories, celebrities.
Generic Conventions-Tabloids	Less formal language. Bold mastheads in sans-serif are often white on red.
Generic Conventions-Tabloids	Headlines in bold, capitalised sans-serif fonts. Pages dominated by headlines and images.
Generic Conventions-Tabloids	Addresses a more downmarket audience. Offers news as entertainment.
Middle Market Tabloids	Generic hybrid newspapers that share conventions of both tabloid and broadsheet newspapers to target a middle-market audience.
Splash	A newspaper's main front-page story, the one with the biggest *headline.
Ears	The spaces either side of the masthead are known as the ears.
Standfirst	The first paragraph of a lead story is in bold and the text is larger.
Off lead	The second most important story is usually the column on the right.

Task 3: Technical Vocabulary & Layout. **Suggested amount of time:** 60 minutes

Focus: To test precise knowledge of newspaper layout and formatting conventions.

Q1. Layout Terminology (5 Marks)

Match the correct layout term from your knowledge organiser to the structural descriptions below:

- The spaces located on either side of the main front-page masthead.
- A newspaper's primary, main front-page story featuring the largest headline on the page.
- A cross-column subheading that highlights or emphasizes a specific part of an article.
- The second most important story on the front page, typically found in the right-hand column.
- A section at the top of the front page that directs readers to articles hidden deeper inside other sections of the paper.

Section B: Media Language & Political Bias

Aim: To analyze how newspapers shape meaning, package information, and frame events.

Q3. Textual Framing and Mediation (10 Marks)

Read the following media studies brief:

"Newspapers are not transparent windows into the world; they undergo a heavy process of mediation before they reach the newsstand."

Write a structured response (approximately 150 words) addressing the following two areas. Use key terms from your notes.

Part 1 (5 marks): Explain the difference between subjectivity and bias in news reporting. How do politicians or marketers use spin to manipulate how the public views a story?

Part 2 (5 marks): Detail how a classic downmarket tabloid utilises headlines, sans-serif typography, and a "softer news agenda" to repackage serious news as simple entertainment for its audience.

Media Homework

Autumn
Weeks: 7-8

Media Studies: Key Knowledge

Newspapers	
Vertical Integration	A strategy that involves bringing supply, production, distribution and sales together into one unified company.
Uses & Gratification	A theory associated with Blumler and Katz that audience members seek out and actively use media products to gratify their needs.
Target Audience	The product is fashioned to appeal to the specific wants and needs of this group, a process called targeting the audience.
Subjectivity	Information that is based on an individual interpretation or opinion.
Strapline	A cross-column subheading, usually found in newspapers, magazines and websites, that emphasises part of an article or advert.
Spin	A form of biased communication used by advertisers, marketers or politicians to present someone or something in a very positive or very negative light.
Bias	A prejudice for or against a particular idea, place, group or individual.
Reception Theory	See audiences as 'active' because they make their own meanings out of the messages received from the media.
Psychographics	Different psychological categories that are linked to aspirations, lifestyle, personality or spending habits.
Moral Panic	The impact on society when the mass media play an active role in stereotyping a person, group or issue.
Mediation	The process by which a media product represents an idea, issue, event or group of people to the audience.

Task 4: Technical Vocabulary & Layout **Suggested amount of time:** 60 minutes

Focus: To test precise knowledge of newspaper layout and formatting conventions.

Q1. Layout Terminology (5 Marks)

Match the correct layout term from your knowledge organiser to the structural descriptions below:

- The spaces located on either side of the main front-page masthead.
- A newspaper's primary, main front-page story featuring the largest headline on the page.
- A cross-column subheading that highlights or emphasizes a specific part of an article.
- The second most important story on the front page, typically found in the right-hand column.
- A section at the top of the front page that directs readers to articles hidden deeper inside other sections of the paper.

Q2. Short Answer Identification (5 Marks)

Describe the typical visual characteristics of a Tabloid Masthead (including font style and colors). (2 marks)

Define a Standfirst and explain how its visual presentation differs from the rest of the body text. (2 marks)

What is a Middle Market Tabloid? (1 mark)

Media Homework

Autumn
Weeks: 9-10

Video Games - Media Language & Representation	
Interactivity	The distinct feature of video games that allows players to actively influence and participate in the media text, rather than just consuming it passively.
Ludology	The study of games and gaming, specifically focusing on the rules, mechanics, and gameplay rather than just the visual story.
Open World (Sandbox)	A game design style where players can freely explore a vast virtual world and have high autonomy in how they approach objectives (e.g., Minecraft, Grand Theft Auto).
Active vs. Passive Representation	The contrast between characters who drive the narrative forward through action (often male protagonists) versus characters who exist as background decoration or damsels in distress (historically female characters).
Demographic	A specific group of people categorized by age, gender, ethnicity, or socioeconomic status, and how they are represented on screen..
Hyper-masculinity	An exaggeration of traditional male stereotypes, often emphasizing physical strength, aggression, and emotional detachment (common in action and military games).

Task 5: Consider a video game you have recently played or studied (e.g., Spider-Man, The Last of Us, Fortnite, or Tomb Raider). Answer the following questions based on that chosen game. **Suggested amount of time:** 60 minutes

1. Visual Mise-en-Scène (3 Marks) Identify one specific environment or level in the game. Explain how the lighting and color palette are used to communicate a specific mood or narrative theme to the player.
2. User Interface (UI) & HUD (3 Marks) How does the game's Head-Up Display (HUD) or lack thereof (e.g., health bars, mini-maps, ammo counts) impact the player's immersion and experience?
3. Audio & Sound Design (4 Marks) Distinguish between a diegetic sound (something the characters can hear) and a non-diegetic sound (soundtrack, UI bleeps) used in this game. Explain how both elements guide the player's actions or emotions.

"Modern video games have successfully moved away from outdated stereotypes, offering diverse and inclusive representations that reflect a global audience."

To what extent do you agree with this statement?

Task: Write an extended response (approx. 250–300 words) evaluating this claim. In your answer, you must:

Discuss at least two contrasting video games (one that successfully challenges stereotypes and one that arguably reinforces them).

Apply media theories where relevant (e.g., Stuart Hall's representation theory, Judith Butler's gender performativity).

Conclude with a clear judgment on whether the industry has genuinely progressed.

Media Homework

Autumn
Weeks: 11-12

Video Games - Media Industries	
AAA (Triple-A)	High-budget video games produced and distributed by major, well-established publishers (e.g., EA, Sony, Ubisoft). The gaming equivalent of a Hollywood blockbuster.
Indie (Independent)	Games developed by individuals or small teams without the financial backing of a major publisher. They often focus on innovation and unique art styles.
PEGI (Pan European Game Information)	The age rating system used in the UK and Europe to classify video games based on content suitability (e.g., PEGI 12, 16, 18).
Monetisation	The methods used by developers to make money from a game after its initial release.
DLC (Downloadable Content)	Additional content created for an already released game.
Microtransactions	Small in-game purchases, often for cosmetic items (skins) or gameplay advantages.
Loot Boxes	Virtual mystery boxes containing randomized in-game items, which have faced heavy scrutiny regarding gambling laws.
Synergy	When two or more media platforms or companies work together to promote a product (e.g., a video game releasing a tie-in movie, or featuring real-world clothing brands in-game).
Vertical Integration	When a media company owns multiple stages of its supply chain—from production to distribution (e.g., Sony making a game and selling it exclusively on their own console).

Task 6: Media Industries, Ownership, and Regulation. **Suggested amount of time:** 60 minutes

Focus: Part A: Knowledge & Understanding

1. Conglomeration & Ownership (3 Marks) Define the difference between vertical integration and horizontal integration within the video game industry. Provide a brief example of how a major publisher (e.g., Sony, Microsoft, or Nintendo) uses either strategy.
2. The Indie vs. AAA Landscape (4 Marks) Compare a major AAA game production to an indie (independent) game production. Identify two distinct financial or creative challenges that independent developers face that major studios generally do not.
3. Digital Convergence & Distribution (3 Marks) How has the shift from physical retail (buying discs in shops) to digital distribution platforms (like Steam, PlayStation Network, or Xbox Game Pass) changed the relationship between video game publishers and audiences?

In the UK and Europe, the PEGI (Pan European Game Information) system legally regulates video games, looking at content like violence, bad language, and in-game purchases.

Read the hypothetical scenario below and answer the questions that follow.

Scenario: A new multiplayer shooter game called Frontline: Neo-Tokyo is being reviewed for a release rating. The game features stylized cartoon violence, an active online voice-chat feature, and randomized "loot boxes" that players can buy with real-world money to unlock cosmetic character skins.

Applying Regulatory Criteria (4 Marks) Based on the description above, explain which PEGI content descriptors (e.g., Violence, In-game Purchases) would likely be applied to Frontline: Neo-Tokyo. Suggest an appropriate age rating (e.g., 12, 16, or 18) and justify your choice.

The Challenges of Digital Regulation (6 Marks) Discuss why regulating modern video games is significantly harder for organizations like PEGI or the ESRB compared to regulating traditional media like film and television. In your answer, refer to the role of user-generated content (UGC) or online player interaction.

Media Homework

Autumn
Weeks: 13-14

Video Games - Audiences	
Casual Gamer	A player who enjoys games occasionally, often preferring accessible, low-commitment games (e.g., mobile games like Candy Crush).
Hardcore Gamer	A highly dedicated player who invests significant time and money into gaming, often preferring complex, challenging, or competitive titles.
Fandom / Participatory Culture	A community of fans who actively engage with the game beyond just playing it, such as creating fan art, writing fan fiction, cosplaying, or participating in forums.
Immerisiveness	The feeling of being completely absorbed or emotionally "lost" inside the virtual world of the game.
MMORPG: Massively Multiplayer Online Role-Playing Game	A game where thousands of players interact in a persistent virtual world simultaneously (e.g., World of Warcraft).
Uses and Gratifications Theory	A media theory suggesting that audiences actively choose specific games to satisfy particular needs, categorized by Blumer and Katz.

Task 7: Audiences, Consumption, and Pleasures. **Suggested amount of time:** 60 minutes

Focus: Applying Audience Theory

1. Uses and Gratifications (4 Marks) According to Blumler and Katz's Uses and Gratifications Theory, media audiences actively consume media for specific reasons: Escapism/Diversion, Personal Identity, Social Interaction, or Surveillance/Information.

Choose a video game you play. Identify two of these gratifications and explain specifically how that game satisfies them for the player.

2. The Active Prosumer (3 Marks) Define the term prosumer (producer + consumer). Give one concrete example of how video game audiences act as prosumers rather than just passive consumers (e.g., within games like Minecraft, Roblox, or through wider gaming culture).
3. Demographics vs. Psychographics (3 Marks) Briefly explain why relying solely on demographic data (like age and gender) is often insufficient for a video game publisher trying to market a new game. How does understanding psychographics (player motivations, values, and lifestyles) help them target their audience more effectively?

Read the short excerpt below regarding a major gaming phenomenon and answer the questions that follow.

Case Study Note: Henry Jenkins describes participatory culture as a space where fans are invited to actively create, share, and build upon the media text. In modern gaming, this extends far beyond the console, manifesting as Twitch streaming, cosplay, fan fiction, esports tournaments, and community-driven subreddits.

1. Fandom as a Marketing Tool (4 Marks) Explain how media industries exploit or utilize "participatory culture" and fan communities to market video games for free. Use a specific example to support your answer.
2. Hall's Encoding/Decoding Model (6 Marks) Stuart Hall argues that media creators encode a specific meaning into a text, but audiences can decode it in three ways: Dominant/Preferred, Negotiated, or Oppositional. Imagine a game that includes optional, microtransaction-based loot boxes. Describe how a player might take a negotiated position toward this feature, and how a player might take an oppositional position.

Media Homework

Autumn
Weeks: 15

Radio - Media Language & Audio Codes	
Audio Codes	The elements used to communicate meaning in radio, broken down into speech, music, sound effects (SFX), and silence.
Bed (Music Bed)	A piece of background music played at a low volume underneath a presenter's speech to maintain energy, pace, and mood.
Cue	A signal (either automated or given by a producer) for a presenter, track, or sound effect to begin.
Diegetic Sound	Sound that originates from within the world of the broadcast (e.g., a live reporter's footsteps or the ambient traffic noise during an outside broadcast).
Non-Diegetic Sound	Sound added in post-production that the people in the broadcast cannot "hear," such as jingles, sound effects, or background music beds.
Jingle	A short, catchy piece of music or a slogan used to identify the radio station, show, or segment (crucial for station branding).
Patter	The casual, fast-paced, and entertaining chatter used by radio DJs and presenters to bridge the gaps between music tracks.

Task 8: Media Language & Audio Codes. **Suggested amount of time:** 60 minutes

Focus: The Four Audio Codes (4 Marks) The table below lists the four primary audio codes used in radio broadcasting. Complete the table by providing a brief definition of how each code communicates meaning to a listener.

Audio Code:	How it Communicates Meaning to the Listener
1. Voice / Speech	e.g., Tone, accent, and vocabulary establish authority, friendliness, or a target region.
2. Music / Jingles	
3. Sound Effects (SFX)	
4. Silence	

1. Diegetic vs. Non-Diegetic Sound (3 Marks) In the context of a radio drama, explain the difference between a diegetic sound effect and a non-diegetic sound effect.
2. Mode of Address (3 Marks) Radio is often described as an intimate, "blind" medium. Define what mode of address means and explain how a radio presenter uses their voice to make an individual listener feel personally spoken to.

Textual Analysis – The Opening of a Radio Show

Context: Imagine you are listening to the first 60 seconds of a flagship breakfast show on a commercial contemporary hit radio station (like Capital FM or BBC Radio 1). Read the script and production notes below, then answer the questions.

[0:00 - 0:05] SFX: Fast-paced, electronic synth beat builds up rapidly. An energetic, deep, filtered voiceover chants: "Your region's number one hit music station... Capital!"

[0:05 - 0:15] Music: The synth beat fades down slightly (beds under). A blast of a charting pop song plays briefly, then fades down.

[0:15 - 0:40] Voice (Presenter - Upbeat, high pitch, fast tempo): "Good morning, morning, morning! It is 7:01 AM, I'm [Name], and if you are currently stuck in the rain on the M4, I am sending you good vibes. We have got a massive show for you today..."

[0:40 - 0:60] SFX/Music: A quick sound effect of a camera shutter click plays as the presenter introduces a celebrity gossip segment. The pop song fades back up to full volume.

1. Analysing the Audio Bed (4 Marks) Explain the purpose of putting music "under" the presenter's speech (an audio bed). How does the choice of a "fast-paced, electronic synth beat" help construct the brand identity of the radio station?
2. Constructing the Audience's Reality (6 Marks) Because radio lacks visual images, it relies on sound to create a "theatre of the mind." Analyze how the script, the presenter's delivery, and the sound effects in this extract work together to create a sense of immediacy (happening right now) and location for the listener.

Music Homework

Autumn Term

Week 1-2: Composition Briefs

1	Genre	The specific category, style, or type of music (e.g., Baroque, Classical, Jazz, Rock, or Pop). A genre is usually defined by its historical context, the instruments used, and its specific musical characteristics.
2	Instrumentation	The specific combination of instruments and/or voices chosen to perform a piece of music, and how they are used together.
3	Chord Structure	How chords are constructed (e.g., using triads , seventh chords , extended chords) and how they relate to one another to build the harmonic framework of a piece.
4	Harmonic Rhythm	The speed or rate at which the chords change in a piece of music. For example, if a piece changes chords every single beat, it has a fast harmonic rhythm; if it stays on one chord for two measures, it has a slow harmonic rhythm.
5	Structure	The overall plan, shape, or layout of a piece of music. It describes how the music is divided into different sections (such as Binary Form [AB], Ternary Form [ABA], Rondo [ABACA], or Verse-Chorus Form).
6	Development	The process or section in a piece of music where an initial musical idea, theme, or motif is altered, expanded, and explored. This can be done by changing its rhythm, harmony, key, or shape to keep the music interesting.
7	Melody	A linear sequence of individual notes that the listener hears as a single, cohesive structure. It is the main tune of the piece, combining pitch and rhythm.
8	Score	The written or printed notation of a piece of music. This can be using traditional notation, tab (with rhythm), a lead sheet with melody, lyrics and chords, or can be screenshots of your DAW (Logic).

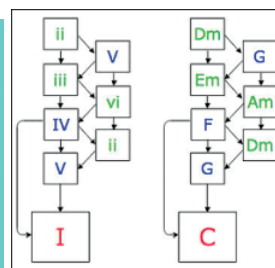
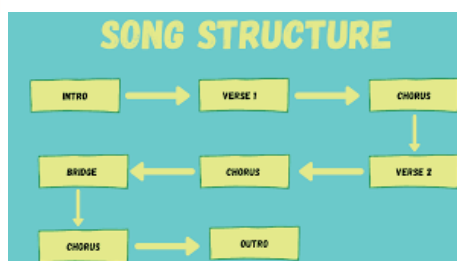
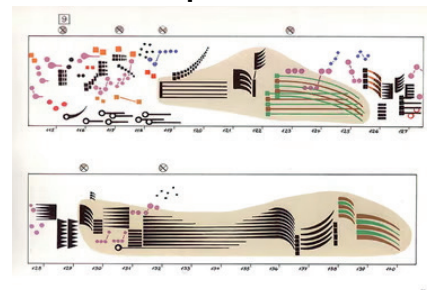
Homework Task in Purple books or on Google Slides:

Sketch out your ideas for your Brief Composition.

Start by writing the Title and Description from the exam document at the top of your page.

Underneath this, write down as many words as you can that you think link to the brief. This could be musical terminology, descriptions of the sound you want to create, ideas for melody or chords.

Next draw a map of your composition, thinking about structure and development. There are some ideas of composition sketches below:



This homework will help you to break down your composing task and will form part of your score submission to the exam board

Autumn Term

Week 3-4: Badinerie

1	Binary	A musical structure divided into two distinct, contrasting sections, usually labeled A and B .
2	Baroque	A major era in Western classical music history spanning roughly 1600 to 1750 .
3	Cadence	A pair of chords played at the end of a musical phrase, acting like musical punctuation.
4	Alto Clef	A musical clef used primarily by the viola (and occasionally the trombone). The C clef
5	Basso Continue	A continuous bass line used throughout almost all Baroque music. This section features the Harpsichord, Organ or Lute to realise the chords with a Cello to play the bass
6	Sequence	The immediate repetition of a melodic phrase or motif at a higher or lower pitch .
7	Ornament	Extra notes added to a melody to decorate, embellish, and make it more interesting.

Homework - Performance Preparation.

Very soon you will be undertaking your mock performances. These mocks will be recorded and could be used as your final coursework if you perform to a really high standard, so make sure you are fully prepared.

1 - You must select two pieces of Music to play. One of these **MUST** be an ensemble with 2-8 performers (you being one of them!). The other piece can be either another ensemble or a solo (in a solo, you are allowed to have an accompaniment, either from a pianist or a backing track etc).

Please look carefully at the documents you will have had shared on google classroom about the performing criteria to make sure your piece fits.

2 - Find the score for your piece and submit it on Google Classroom. Your score can be traditional notation, or tab, but the tab must have rhythm stems. I will have access to Songterr premium so I can download tabs for you if you need.

3 - Practice and prepare for your performances. Record yourself playing the piece and then watch it back while reading the marking grid to see where you would place yourself and set yourself a target for improvement.

Autumn Term

Week 5-8: Composition development

AO2 Compose and develop musical ideas with technical control and coherence			
Band	Creativity and development of musical ideas (AO2.1a)	Technical control of musical elements and resources (AO2.1b)	Structure and stylistic coherence (AO2.1c)
4	10-12 marks - Ideas are highly effective, offering much potential for creative development - The content is skilfully developed throughout the piece - Highly effective contrasts of tone colour and moods	10-12 marks - Highly effective choice of elements and resources - A wide variety of musical elements are used skilfully - Resources, including technology, are skilfully controlled	10-12 marks - A very well-organised piece with a highly effective presentation of musical ideas - The style and character is highly effective in response to the chosen brief - The outcome is highly effective, musical and fully coherent
3	7-9 marks - Ideas are generally effective, offering potential for further development - The content is competently developed throughout the piece - Generally effective contrasts of tone colour and mood	7-9 marks - Generally effective choice of elements and resources - A variety of musical elements are used competently - Resources, including technology, are generally well controlled	7-9 marks - A well-organised piece with effective presentation of musical ideas - The style and character is generally effective in response to the chosen brief - The outcome is generally effective and coherent
2	4-6 marks - Ideas are simple, offering some potential for development - Some ideas are partially developed - Some contrasts of tone colour and mood	4-6 marks - Some choices of elements and resources are effective - Some musical elements are used inconsistently - Inconsistent control of resources, including technology	4-6 marks - Inconsistent organisation with some effective presentation of musical ideas - The style and character is inconsistent in response to the chosen brief - The outcome is inconsistent displaying some sense of coherence
1	1-3 marks - Ideas are limited, offering little opportunity for development - Only limited development is evident - Limited evidence of tone colour and mood	1-3 marks - Limited effectiveness in choice of elements and resources - Limited employment of musical elements - Limited control of resources including technology	1-3 marks - Limited organisation and presentation of ideas - The style and character is limited in response to the chosen brief - An incoherent and limited outcome
0	0 marks No evidence of any creativity or development	0 marks Ineffective control of the musical elements and resources	0 marks No evidence of organisation, style and character or coherence

Homework Task in purple books:

Week 5-6 Homework: Give yourself an early stage review of your composition.

Familiarise yourself with the mark scheme above and give yourself a mark for each of the three columns as your piece currently stands. Take note that you must fulfil all the criteria in that box to gain the top grade and achieve most of them to be in the grade box at all. The top grades use words such as developed and organised, so there would need to be a strong structure with evidence of your ideas developing during the course of the piece.

Once you have a grade for yourself, give yourself two pats on the back, write down things that have gone really well about your composition so far and two wishes, where you identify two areas that you need to focus on to improve.

Week 7-8 Homework - Act upon your identified area for Composition development and make changes to your composition. At every stage, refer back to the marking grid to ensure that the changes you are making support you to rise through the grading criteria.

Week 9-14: Revising key terms, Performance development and Composition completion.

1	MAD TSHIRT	Mnemonic to remember the music elements headings. Your challenge is to know both the headings and the related key words as these will come up in EVERY question on the exam paper!
2	Melody	The main tune
3	Articulation	How the notes are played/pronounced
4	Dynamics	The volume of the music
5	Texture	How the different layers of sound fit together
6	Structure	How the piece is organised into sections
7	Harmony	The chords and the key
8	Instrumentation	The instruments and voices being used
9	Rhythm	The pattern of note lengths and rests
10	Tempo/Time	The speed of the music and the time signature

Week 9-10 Homework and week 11-12 homework: (2 different homework tasks)

- There will be a revision GimKit for you to play to revise your key terms.
- In addition, spend 30 minutes at least (preferably 20+ minutes per day) on your performance pieces and your composition ideas.

Week 13-14 Homework

- The main focus of this fortnight is to ensure the Brief composition is complete and the annotated score is ready to submit for marking. The music department will be open for after school sessions as much as possible during this time. Please contact Mr Hall to book an after school session.
- There will also be a new GimKit challenge available!

PE Homework

Autumn Term	
Week 1-2: Component 1: Fitness and Body Systems Topic 1.1.1: Functions of the Skeletal System	
What are the five functions of the skeletal system?	Protection of vital organs, muscle attachment, joints for movement, blood cell production (red and white blood cells and platelets), and storage of calcium and phosphorus.
How does the skeleton protect vital organs? Give an example.	Bones surround and shield delicate organs, e.g. the cranium protects the brain and the ribs protect the heart and lungs.
What is meant by “muscle attachment”?	Bones provide a framework that muscles attach to via tendons, allowing the body to create movement.
How do joints allow movement?	Bones meet at joints, which act as pivot points allowing the body to move in different ways.
Where in the body are blood cells produced?	In the bone marrow, found inside bones such as the long bones.
What is the difference in function between red and white blood cells?	Red blood cells carry oxygen around the body; white blood cells fight infection.
What is the role of platelets?	Platelets help the blood to clot, sealing wounds and preventing excessive blood loss.
Which two minerals does the skeleton store?	Calcium and phosphorus, which are important for bone strength and other bodily functions.
Why is the storage of calcium important for a performer?	It helps maintain strong, healthy bones, reducing the risk of fractures during physical activity.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name two functions of the skeletal system. (1 mark)
2. Which part of the skeleton protects the brain? (1 mark)
3. What attaches muscle to bone? (1 mark)
4. What do joints allow the body to do? (1 mark)
5. Where in the body are blood cells produced? (1 mark)
6. What is the function of red blood cells? (1 mark)
7. What is the function of platelets? (1 mark)
8. Name the two minerals stored by the skeleton. (1 mark)
9. Why is calcium important for a performer's bones? (1 mark)
10. Give one example of the skeleton protecting a vital organ. (1 mark)

Task 2

Explain one way the functions of the skeleton support a rugby player's performance. (3 marks)

Guidance: Use the command word ‘explain’ to make one point and develop it fully, e.g. naming a function and linking it with reasoning to performance or injury prevention.

Challenge (Optional)

Create a labelled diagram of the skeleton, showing two examples of how it functions during a sport of your choice.

PE Homework

Autumn Term	
Week 3-4: Component 1: Fitness and Body Systems Topic 1.1.2/1.1.3: Classification and Structure of Bones	
What are the four classifications of bone?	Long, short, flat, and irregular.
What is the function of a long bone? Give an example.	Leverage; e.g. the femur or humerus.
What is the function of a short bone? Give an example.	Weight-bearing; e.g. the carpals or tarsals.
What is the function of a flat bone? Give an example.	Protection and a broad surface for muscle attachment; e.g. the scapula, sternum or cranium.
What is the function of an irregular bone? Give an example.	Protection and muscle attachment; e.g. the vertebrae or pelvis.
Name the five regions of the vertebral column, in order from top to bottom.	Cervical, thoracic, lumbar, sacrum, coccyx.
Name the bones found in the arm from shoulder to wrist.	Humerus, radius and ulna.
Name the bones found in the leg from hip to ankle.	Femur, patella, tibia and fibula.
What are the bones of the hand and foot called?	Carpals, metacarpals and phalanges in the hand; tarsals, metatarsals and phalanges in the foot.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. How many classifications of bone are there? (1 mark)
2. What is the function of a long bone? (1 mark)
3. Give an example of a short bone. (1 mark)
4. What is the function of a flat bone? (1 mark)
5. Give an example of an irregular bone. (1 mark)
6. Which region of the vertebral column is found in the neck? (1 mark)
7. Name the three bones of the arm. (1 mark)
8. Name the bone found at the front of the knee. (1 mark)
9. What are the small bones of the wrist called? (1 mark)
10. Name the two bones of the lower leg. (1 mark)

Task 2

Explain why the classification of a bone affects its role during a tennis serve. (3 marks)

Guidance: Make one point and develop it fully, e.g. naming a bone classification, its location, and linking it with reasoning to the movement required in the serve.

Challenge (Optional)

Label a full skeleton diagram with the named bones from this task, and classify each one as long, short, flat or irregular.

PE Homework

Autumn Term

Component 1: Fitness and Body Systems Topic 1.1.4/1.1.5: Joint Types and Movement Possibilities

Name the four types of joint covered in GCSE PE.	Pivot, hinge, ball and socket, and condyloid.
Where is a pivot joint found, and what movement does it allow?	The neck (atlas and axis); it allows rotation.
Where are hinge joints found?	The elbow, knee and ankle.
What movement does a hinge joint allow?	Flexion and extension.
Where is a ball and socket joint found?	The hip and shoulder.
What movement does a ball and socket joint allow?	A wide range of movement, including flexion, extension, abduction, adduction, rotation and circumduction.
Where is a condyloid joint found?	The wrist.
What is meant by flexion?	A bending movement that decreases the angle at a joint.
What is the difference between abduction and adduction?	Abduction moves a limb away from the midline of the body; adduction moves a limb towards the midline.
What is the difference between dorsi-flexion and plantar-flexion?	Dorsi-flexion lifts the toes up towards the shin; plantar-flexion points the toes down, away from the shin.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name the four joint types studied in this topic. (1 mark)
2. Which joint type is found at the neck? (1 mark)
3. Name two joints classified as hinge joints. (1 mark)
4. What movement occurs at a hinge joint? (1 mark)
5. Name the two joints classified as ball and socket. (1 mark)
6. Which joint type is found at the wrist? (1 mark)
7. What is meant by flexion? (1 mark)
8. What is meant by abduction? (1 mark)
9. Which movement points the toes up towards the shin? (1 mark)
10. Give one sporting example of circumduction. (1 mark)

Task 2

Explain the joint type and movements used by the shoulder during a tennis serve. (4 marks)

Guidance: Identify the joint type at the shoulder, then explain two linked movements used during the serve action, developing each point with reasoning.

Challenge (Optional) Create a table showing each joint type, its location, the movement(s) it allows, and one named sporting example for each.

PE Homework

Autumn Term

Week 7-8: Component 1: Fitness and Body Systems Topic 1.1.7–1.1.10: Muscle Types, Named Muscles, Antagonistic Pairs and Fibre Types

What are the three types of muscle?	Voluntary (skeletal), involuntary (smooth), and cardiac.
What is the difference between voluntary and involuntary muscle?	Voluntary muscle is under conscious control; involuntary muscle is not.
Where is cardiac muscle found, and what is special about it?	It is found only in the heart, and it does not fatigue.
Which muscle plantar-flexes the ankle?	The gastrocnemius.
Which muscle group extends the knee?	The quadriceps.
What is meant by an antagonistic muscle pair?	Two muscles working together at a joint, where one (the agonist) contracts while the other (the antagonist) relaxes.
Give an example of an antagonistic pair and the joint they act at.	The quadriceps and hamstrings at the knee; the biceps and triceps at the elbow; the gastrocnemius and tibialis anterior at the ankle.
What is the difference between Type I and Type IIx muscle fibres?	Type I fibres are slow twitch and fatigue-resistant, suited to endurance work; Type IIx fibres are fast twitch, generate high force, but fatigue quickly.
What are Type IIa muscle fibres?	Fast twitch fibres with a combination of force and fatigue resistance, used in middle-distance events.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name the three types of muscle. (1 mark)
2. What is the difference between voluntary and involuntary muscle? (1 mark)
3. Where is cardiac muscle located? (1 mark)
4. Which muscle plantar-flexes the ankle? (1 mark)
5. Which muscle group extends the knee? (1 mark)
6. What is meant by an antagonistic muscle pair? (1 mark)
7. Name the antagonistic pair acting at the elbow. (1 mark)
8. Which muscle fibre type is most fatigue-resistant? (1 mark)
9. Which muscle fibre type generates the greatest force but fatigues quickest? (1 mark)
10. Why might a sprinter have a higher proportion of Type IIx fibres? (1 mark)

Task 2

Explain how an antagonistic muscle pair works to produce movement at the knee during a football kick. (4 marks)

Guidance: Name the antagonistic pair, identify which muscle is the agonist and which is the antagonist during the kicking phase, and develop each point with reasoning.

Challenge (Optional)

Choose a sporting movement of your choice. Identify the prime mover muscle, name its antagonistic pair, and explain which muscle fibre type would be dominant and why.

PE Homework

Autumn Term

Week 9-10: Component 1: Fitness and Body Systems Topic 1.2.1/1.2.2: Functions of the Cardiovascular System and Structure of the Heart

What are the three functions of the cardiovascular system?	Transport (of oxygen, carbon dioxide and nutrients), clotting of open wounds, and regulation of body temperature.
How does the cardiovascular system help regulate body temperature?	Through vasodilation and vasoconstriction, which redirect blood flow to or away from the skin.
Name the four chambers of the heart.	The left and right atria, and the left and right ventricles.
What is the function of the atria?	They receive blood returning to the heart.
What is the function of the ventricles?	They pump blood out of the heart.
What is the septum?	The muscular wall dividing the left and right sides of the heart, keeping oxygenated and deoxygenated blood separate.
What is the role of the heart's valves?	They prevent the backflow of blood, keeping it moving in one direction.
Name the blood vessel that carries oxygenated blood away from the heart to the body.	The aorta.
Name the blood vessel that returns deoxygenated blood to the heart.	The vena cava.
What is the difference between the pulmonary artery and the pulmonary vein?	The pulmonary artery carries deoxygenated blood to the lungs; the pulmonary vein carries oxygenated blood back to the heart.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name the three functions of the cardiovascular system. (1 mark)
2. Which two processes help regulate body temperature? (1 mark)
3. Name the four chambers of the heart. (1 mark)
4. What is the function of the atria? (1 mark)
5. What is the function of the ventricles? (1 mark)
6. What does the septum do? (1 mark)
7. Why are valves important in the heart? (1 mark)
8. Which vessel carries oxygenated blood away from the heart? (1 mark)
9. Which vessel returns deoxygenated blood to the heart? (1 mark)
10. What is the difference between the pulmonary artery and pulmonary vein? (1 mark)

Task 2

Explain two functions of the cardiovascular system that benefit a long-distance cyclist during a race. (6 marks)

Guidance: Develop two separate functions of the cardiovascular system fully, each linked with reasoning to a specific benefit for endurance cycling performance.

Challenge (Optional)

Draw and label a diagram of the heart showing the four chambers, the valves, and the four major vessels. Add arrows to show the direction of blood flow.

PE Homework

Autumn Term

Week 11-12: Component 1: Fitness and Body Systems Topic 1.2.3–1.2.5: Blood Vessels, Vascular Shunting and Functions of Blood

What are the three types of blood vessel?	Arteries, veins and capillaries.
What is the function of arteries?	They carry oxygenated blood away from the heart at high pressure (except the pulmonary artery).
What is the function of veins?	They carry deoxygenated blood back to the heart at low pressure (except the pulmonary vein).
What is the function of capillaries?	They allow the exchange of oxygen, carbon dioxide and nutrients between the blood and the body's tissues; their walls are one cell thick.
What is vasoconstriction?	The narrowing of a blood vessel to decrease blood flow.
What is vasodilation?	The widening of a blood vessel to increase blood flow.
What is meant by vascular shunting?	The redistribution of blood flow towards working muscles during exercise, and away from non-essential organs.
Name the four components of blood.	Red blood cells (erythrocytes), white blood cells (leukocytes), platelets, and plasma.
What is the function of red blood cells?	They carry oxygen around the body using haemoglobin.
What is the function of white blood cells?	They fight infection and pathogens.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name the three types of blood vessel. (1 mark)
2. Which blood vessel carries oxygenated blood at high pressure? (1 mark)
3. What is special about the structure of capillary walls? (1 mark)
4. What is vasoconstriction? (1 mark)
5. What is vasodilation? (1 mark)
6. What is vascular shunting? (1 mark)
7. Why does vascular shunting occur during exercise? (1 mark)
8. Name the four components of blood. (1 mark)
9. What is the function of red blood cells? (1 mark)
10. What is the function of white blood cells? (1 mark)

Task 2

Explain two reasons why vascular shunting is important during a game of hockey. (6 marks)

Guidance: Develop two separate, fully explained points, e.g. increased oxygen delivery to working muscles and reduced blood flow to the digestive system, each linked to a performance benefit.

Challenge (Optional)

Create a comparison table of arteries, veins and capillaries, covering wall thickness, blood pressure and direction of blood flow, with one labelled diagram of a capillary showing gaseous exchange.

PE Homework

Autumn Term

Week 13-14: Component 1: Fitness and Body Systems Topic 1.2.6–1.2.9: Composition of Air, the Respiratory System and Gaseous Exchange

What is inspiration?	Breathing in.
What is expiration?	Breathing out.
What is tidal volume?	The amount of air breathed in or out in one normal breath.
What is vital capacity?	The maximum amount of air that can be forcefully breathed out after a maximum inhalation.
Name the structures air passes through from the mouth to the alveoli.	The trachea, bronchus, bronchioles, and alveoli.
What is the role of the diaphragm?	A dome-shaped muscle that contracts and flattens to draw air into the lungs during inspiration.
What is gaseous exchange?	The process by which oxygen passes into the blood and carbon dioxide passes out of the blood, occurring at the alveoli.
Why are alveoli well suited to gaseous exchange?	They have thin walls and a large surface area, and are surrounded by capillaries.
How does inhaled air differ from exhaled air?	Inhaled air contains more oxygen and less carbon dioxide than exhaled air.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is the difference between inspiration and expiration? (1 mark)
2. What is tidal volume? (1 mark)
3. What is vital capacity? (1 mark)
4. Name the tube that carries air from the throat towards the lungs. (1 mark)
5. What do the bronchi branch into? (1 mark)
6. What is the role of the diaphragm during inspiration? (1 mark)
7. Where in the body does gaseous exchange take place? (1 mark)
8. Give one reason why alveoli are suited to gaseous exchange. (1 mark)
9. Which gas is found in greater proportion in inhaled air compared to exhaled air? (1 mark)
10. Which gas increases in proportion in exhaled air? (1 mark)

Task 2

Explain two reasons why tidal volume increases during exercise. (6 marks)

Guidance: Develop two separate, fully explained points, e.g. increased oxygen demand and the need to remove carbon dioxide, each linked with reasoning to the demands of exercise.

Challenge (Optional)

Draw and label a diagram of the respiratory system, tracing the pathway of a single breath of air from the mouth to the alveoli, and explain what happens at the alveoli.

PE Homework

Autumn Term	
Week 15-16: Component 1: Fitness and Body Systems Topic 1.3.1/1.3.2 & 1.4.1–1.4.5: Aerobic and Anaerobic Energy, and the Short- and Long-Term Effects of Exercise	
What is the difference between aerobic and anaerobic exercise?	Aerobic exercise uses oxygen to release energy and can be sustained for longer periods; anaerobic exercise occurs without sufficient oxygen and can only be sustained for short, high-intensity bursts.
What is the by-product of anaerobic respiration?	Lactic acid.
What is meant by oxygen debt?	The amount of extra oxygen the body needs after exercise to remove lactic acid and return the body to its resting state.
What is lactate accumulation?	When lactic acid builds up in the muscles and blood faster than it can be removed, contributing to muscle fatigue.
What is stroke volume?	The volume of blood pumped out of the heart by one ventricle per beat.
What is cardiac output, and how is it calculated?	The volume of blood pumped by the heart in one minute; calculated as stroke volume multiplied by heart rate.
Give one long-term effect of training on the cardiovascular system.	For example, cardiac hypertrophy, increased capillarisation, or a decreased resting heart rate.
Give one long-term effect of training on the musculoskeletal system.	For example, increased bone density or muscle hypertrophy.
What happens to vital capacity as a long-term effect of training?	It increases.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is the difference between aerobic and anaerobic exercise? (1 mark)
2. Name the by-product of anaerobic respiration. (1 mark)
3. What is meant by oxygen debt? (1 mark)
4. What causes muscle fatigue during high-intensity exercise? (1 mark)
5. What happens to heart rate during exercise? (1 mark)
6. What is stroke volume? (1 mark)
7. How is cardiac output calculated? (1 mark)
8. Give one long-term effect of training on the heart. (1 mark)
9. Give one long-term effect of training on bone density. (1 mark)
10. What happens to vital capacity as a result of long-term training? (1 mark)

Task 2

Discuss the short-term and long-term effects of a six-week training programme on a 1500m runner's cardiovascular and respiratory systems. (9 marks + 3 SPaG marks)

Guidance: Discuss means you should cover both short-term effects (e.g. heart rate, stroke volume, cardiac output) and long-term effects (e.g. cardiac hypertrophy, capillarisation, vital capacity), structure your answer in paragraphs, and use correct spelling, punctuation and grammar throughout.

Challenge (Optional)

Create a before-and-after comparison table showing one short-term and three long-term effects of training on the cardiovascular and respiratory systems, with a brief explanation of why each adaptation benefits performance.

Psychology Homework

Autumn Term		
Week 1-2: Memory - key concepts		
1	What is the Information processing model?	Brain works like a computer
2	What is the Hippocampus?	Part of the brain involved in laying down new memories
3	What does the Cerebellum do?	responsible for learning movements and procedural memory (motor skills)
4	What are Semantic memories?	Memories of facts
5	What is Episodic memory?	Memory of past events
6	What are Autobiographical memories?	Memories of life events
7	What is Anterograde amnesia?	Unable to form new memories due to damage of the hippocampus
8	What is Retrograde amnesia?	Cannot recall existing memories due to damage of the frontal lobe.

HOMEWORK TASK

Explain why damage to the hippocampus would make it difficult for someone to learn new information.

Give one example of:

- a semantic memory
- an episodic memory
- an autobiographical memory

A patient can remember their childhood but cannot remember anything that happens after a brain injury. Which type of amnesia are they experiencing? Explain your answer.

Another patient can learn new information but cannot remember many events from before their accident. Which type of amnesia are they experiencing? Explain your answer.

Please see Google classrooms for further resources to help you

Psychology Homework

Autumn Term		
Week 3-4: Core theory - Multi store model		
1	What is the Multi store model of memory?	Human memory system made up of 3 separate stores
2	What is the role of the Sensory store?	Information from the environment depends on whether we pay attention to it or not. If we don't pay attention to it, the information decays (fades until forgotten)
3	Describe the Short term memory store	Limited capacity (7+/-2) and duration (30 seconds). Information goes from the sensory store to STM if attention is paid to it.
4	Describe the Long term memory store	Unlimited capacity and duration. Information in STM that goes through maintenance rehearsal (repeating the information over and over), is moved into LTM
5	Why does decay happen?	If we do not pay attention to the information that enters the sensory store then it breaks down and is no longer available. Information will decay quickly if it is not rehearsed.
6	Why does displacement happen?	When STM is full, new information pushes out the old information and causes it to be forgotten if it has not been rehearsed.
7	Retrieval failure (lack of cues)	Although the memory is accessible, we lack the necessary cues (triggers) to retrieve the memory.

HOMEWORK TASK

Read through your class notes on the **Multi-Store Model of Memory**.

Complete your work neatly and be prepared to discuss your answers in the next lesson.

Create a **flow diagram or comic strip** to explain how information travels through the **Multi-Store Model of Memory**.

Your work must include:

- The **Sensory Store**
- **Short-Term Memory (STM)**
- **Long-Term Memory (LTM)**
- **Attention**
- **Maintenance Rehearsal**
- At least **three reasons why information can be forgotten** (decay, displacement and retrieval failure).

Please see Google classrooms for further resources to help you

Psychology Homework

Autumn Term

Week 5-6: Core study - Wilson et al (Clive Wearing case study)

1	Describe the Longitudinal case study	Over 21 years Clive Wearing had neuropsychological tests such as IQ tests, and MRI scans to test his STM and LTM and to see the amount and location of damage in his brain.
2	What was the extent of Clive Wearing's brain damage?	Developed auditory hallucinations and showed abnormalities in hippocampal formations, amygdala and other brain areas
3	What were the results of the Clive Wearing study?	Severe brain abnormalities, both retrograde and anterograde amnesia, inability to form new memories, loss of semantic memory and damaged episodic memory.
4	What does it mean when it says that CW "Lacked autobiographical consciousness?"	Unable to create new autobiographical memories
5	What are the conclusions of the study?	Sense of self affected and brain damage has led to amnesia and memory issues. Unable to rehearse information to commit to LTM.
6	What are the criticisms?	May have caused psychological distress over 21 years . Confidentiality not maintained; Hard to generalise

HOMEWORK TASK

Research **one famous amnesia patient** from the list below and compare their memory problems with **Clive Wearing**. You may choose:

- **Henry Molaison (H.M.)** (*recommended*)
- **K.C.**
- **E.P.**

Use **at least two reliable sources**. Write your answers in your own words—do not copy directly from websites. Write one well-developed paragraph explaining what **both case studies** suggest about how memory works.

Include ideas such as

- Different types of memory exist.
- Different parts of the brain have different roles in memory.
- Damage to one brain area can affect some memories but not others.
- Short-term and long-term memory may work differently.

Support your ideas with examples from **both** patients.

Psychology Homework

Autumn Term		
Week 7-8: Core theory - Reconstructive memory		
1	What is Reconstructive Memory?	Memory is influenced by our prior experiences and schemas (mental Representation of an object or situation).
2	What is a Schema/	A mental representation or shortcut to a memory
3	Experience - how does this link to reconstructive memory?	Memory is influenced by prior experiences, so it is not always entirely accurate when recalled
4	Expectation - how does this link to reconstructive memory?	Helps us make quick judgments about how to act in different situations. May not always be correct, but help to respond quickly.
5	Confabulation - how does this link to reconstructive memory?	Making up details to create a more complete memory to fill in any blanks. People don't do this on purpose.
6	Distortion - how does this link to reconstructive memory?	Memories can differ from the event which took place
7	What are Leading questions?	Can influence what people remember. Important for eyewitness testimony

Homework Instructions

Answer the two exam-style questions below in full sentences. Use key psychological vocabulary throughout your answers and include examples where appropriate.

- Write in full sentences.
- Use psychological terms accurately.
- Support your answers with examples where appropriate.
- Check your spelling, punctuation and grammar before submitting.

Question 1 (4 marks)

Explain how prior experiences can influence reconstructive memory.

Question 2 (6 marks)

Explain how expectations (schemas) can affect the accuracy of memory.

Please see Google classrooms for further resources to help you

Psychology Homework

Autumn Term		
Week 9-10: Core study: Braun		
1	What is the aim of exp 1?	To see whether autobiographical advertising affects how consumers remember a prior childhood experience.
2	What is the method and design?	Laboratory experiment with an independent measures design. Used questionnaires and self-report.
3	What is the procedure for exp ?	Participants shown either a Disney advert or a control advert and then had to complete a questionnaire on 20 childhood events
4	What are the results of exp 1?	65% who received autobiographical advert mentioned memories of Disney World. 74% reported the advert caused them to imagine the experience. More positive thoughts about Disney compared to control group.
5	What is the aim of exp 2?	To see whether false information in an advert could implant false memories
6	Give the design and ppts of exp 2	Independent measures design on 167 psychology students in USA.
7	What is the procedure for exp 2?	Same as experiment 1, but more life events added in (shaken hands with Bugs Bunny/Ariel).
8	What are the results of exp 2?	Higher amount of confidence in false memory with autobiographical advert.
9	What are the overall conclusions?	Autobiographical adverts influence how consumers recall their past and can create false Memories.

HOMEWORK TASK

Read through your class notes on Braun's research and answer the questions below. Write in full sentences, using key psychological vocabulary where appropriate. Complete all tasks neatly and be prepared to explain your ideas in the next lesson.

Success Criteria:

- Answer in full sentences.
- Use psychological terms accurately (e.g. *autobiographical memory*, *reconstructive memory*, *suggestion*, *advertising*).
- Explain your ideas rather than giving one-word answers.
- Include examples where appropriate.

Question 1 (6 marks)

Explain why advertisers might be interested in the findings from Braun's research.

In your answer, include:

- What Braun's research found about autobiographical memories.
- How advertising can influence or shape people's memories.
- Why this could encourage consumers to buy a product.
- One example of an advert that uses memories or nostalgia

Please see Google classrooms for further resources to help you

Psychology Homework

Autumn Term		
Week 11-12: Applications		
1	How are cues used?	Advertisers use cues to create a certain context or feeling when advertising their products.
2	Why is repetition useful in advertising?	Advertisers use repetition to build a familiarity with their brand and to promote positive feelings about their product. Simply repeating a slogan or message will increase the likelihood of it entering LTM.
3	Why should we avoid overload?	Too much information entering a memory store. In advertising, this can occur when customers are exposed to too much information in an advert which can lead to displacement.
4	What is autobiographical advertising?	Reminding people of a time in their lives when they were young and free to encourage positive memories associated with their product.
5	What is the Weschler Memory Scale?	Evaluates the extent of brain damage in patients with a brain injury or dementia. Tests whether different types of memory are functioning correctly.

HOMEWORK TASK:

Design Your Own Advertisement

Imagine you work for an advertising company. Your task is to create an advert that uses **autobiographical memories** to encourage people to buy a product.

Your advert should include:

- **The product** you are advertising.
- **A sketch or description** of the advert.
- **Images, colours or words (slogans)** you would use.
- **The autobiographical memory** you hope to trigger (e.g. childhood holidays, family meals, birthdays, Christmas, school days).
- **An explanation** of why these memories might make people more likely to buy the product.

You may present your advert as:

- A poster
- A magazine advert
- A social media advert
- A television advert storyboard

Please see Google classrooms for further resources to help you

Psychology Homework

Autumn Term		
Week 13-14: Sleep and dreaming - Key concepts		
1	What are the functions of sleep/	Keeps us safe; healthy brain that functions normally; physical repair to return the body to a normal; healthy state; emotional stability (feeling normal and psychologically healthy)
2	How many stages in the sleep cycle?	4 stages plus REM
3	What is an Endogenous pacemaker?	Internal biological clocks that manage circadian rhythms (e.g. Suprachiasmatic nucleus)
4	What is an Exogenous Zeitgeber?	Features of the environment that manage circadian rhythms (e.g. light)
5	What does the Hypothalamus do?	Part of the brain that controls key bodily functions
6	What is Melatonin and what does it do?	Hormone that induces sleep. Released by the pineal gland.

Homework Instructions

Complete task using your class notes and revision materials. Present your work neatly and use key psychological vocabulary throughout.

Revision Poster

Title: *How Sleep Works*

Create a **revision poster** or **mind map** to explain how sleep is controlled.

Your poster **must include** the following key terms:

- Stages of sleep
- Endogenous pacemakers
- Exogenous zeitgebers
- Melatonin
- The hypothalamus

Your poster should also include:

- A brief explanation of each key term (1–2 sentences).
- Arrows or labels to show how the different parts work together.
- At least **one diagram** (for example, the sleep cycle or how light affects melatonin production).
- Colour to highlight important information and make your poster easy to revise from.

Psychology Homework

Autumn Term		
Week 15: Core Theory - Freudian theory of dreaming		
1	What is the Freudian Theory of Dreaming?	A theory that looks at behaviour as a product of the different parts of the personality.
2	What is the Unconscious mind?	Part of the mind that people are unaware of but holds thought and memories
3	What is the ID?	Instinctive drive
4	What is the Ego?	Keeps a balance between reality and desires
5	What is the Superego?	Moral compass
6	What is Repression?	(Defence mechanism) - pushing unpleasant thoughts into the unconscious mind to protect yourself.
7.	What is Wish fulfilment?	Fulfilment of their deepest urges and desires that have been repressed.
8.	What is the Manifest content of a dream?	Actual content of the dream
9.	What is the Latent content of a dream?	What the true meaning of the dream is

Homework Instructions

Answer the application questions below using your class notes on **Freud's Theory of Dreaming**. Read the scenarios carefully and explain your answer using **psychological vocabulary**. Do not simply define the terms

Question 1 - Application of the Unconscious Mind and Repression

Emily witnessed a frightening dog attack when she was very young. As a teenager, she says she cannot remember the event, but she becomes extremely anxious whenever she sees a large dog.

Explain Emily's behaviour using Freud's theory of dreaming and the unconscious mind.

In your answer, refer to: The unconscious mind, Repression, Why Emily cannot remember the event but still reacts to dogs

Question 2 - Application of Dream Interpretation

After arguing with her best friend, Mia dreams that she is happily climbing a mountain with her friend and celebrating at the top.

Using Freud's theory of dreaming, explain how Freud would interpret Mia's dream.

In your answer, include: Wish fulfilment, Manifest content, Latent content, Why dreams reflect the unconscious mind

Sociology Homework

Autumn Term

Week 1-2: Stratification - Key Concepts

1	What is Social stratification?	Strata' means layers. So social stratification means the different layers in society (E.G. Social classes).
2	What is Social stratification based on social class?	The UK class system is based on 'achieved status'; a person's class is linked to social mobility, moving up or down the social ladder.
3	Explain Other forms of social stratification?	UK feudal system of serfs, knights, lords was based on 'ascribed status' of being born into that 'estate' Indian caste system is also based on 'ascribed status'; being reborn into a higher caste
4	What is Social mobility?	Routes to social mobility: education, marriage, windfalls (lottery), or changes in occupation. Barriers to social mobility: discrimination and lack of skills/education.

Task 1: Complete the question below:

1) Define the term social mobility (2)

2) Describe one form of social stratification (2)

Task 2: Create flash cards, a mind map, poster or other revision resource on the key terms at the top of this page.

Sociology Homework

Autumn Term

Week 3-4: Social Class

1	What are two problems in Measuring class	Social class is difficult to operationalise (measure), as it can include occupation, wealth and cultural capital. Issues with the Registrar General's classification include: - Doesn't include wealth, only looks at income and jobs. - No category for unemployed/retired, meaning low validity. Issues with the Hope-Goldthorpe-Scale include: - The social class of women was based on their husbands/ex-partners job. - Ignore times where the women of the household earns more than the man.
2	What are two strengths in Measuring class?	The National Statistics Socio- economic Classification (NS-SEC): Covers unemployed and students It covers status & levels of authority.
3	Underclass	The New Right argue there is a class in society below the working class who are long-term unemployed, socially excluded and unmotivated.
4	Working Class	The social class which often is manual or semi-skilled work. This includes jobs such as factory workers, plumbers, electricians, shop workers, refuse collectors, etc.
5	Middle Class	Arguably the largest social class in the UK. This includes a range of jobs that may need further qualifications, be managerial or professional. This includes, managers, nurses, teachers, doctors, etc.
6	Upper Class	Often made up of the richest or those with high status. This includes the nobility (kings, queens, lords, ladies, barons), CEO's, celebrities, media owners, ministerial jobs, etc.

Task 1 : Complete the question below:

- 1) Identify and explain two problems sociologists have with measuring social class. (4)

Task 2: Create flash cards, a mind map, poster or other revision resource for the key terms above.

Sociology Homework

Autumn Term	
Week 5-6: Life Chances	

1	What are Life chances?	Chances of achieving things throughout someone's life e.g. healthy life Marxists: they're not distributed equally.
2	What are the key conclusion of Feminists:	Feminists: inequalities exist in socialisation, wealth, political power & gender pay gap. Persistence of inequalities due to: triple shift & child care provision; However, crisis of male masculinity?
3	How is there inequality by ethnicity?	Inequalities exists in political power, racism, prejudice, BAME unemployment; Persistence of inequalities: discrimination in jobs, underclass, capitalism (Marxism)
4	How is there inequality by Age?	How we see age is socially constructed – it changes depending on history & culture; Inequalities exist in ageism, employment, youth subcultures, education (NEET's)
5	Identify and explain further areas of identity and inequality?	Sexuality – homophobia; Disability – stereotyping disabilities; Beliefs – prejudice and hate crime
6	What was a policy designed to create equality?	2010 Equality act

Task: Complete the questions below:

3. (a) Define what is meant by *life chances*. [2]

(b) Explain **two** factors which affect a person's life chances. [4]

Sociology Homework

Autumn Term

Week 7-8: Poverty

1	What is Wealth?	Houses, land, art. Or savings and shares passed down through generations. Top 10% own 45% of UK wealth.
2	What is Income?	The money households receive e.g wages, pensions or benefits. Redistribution of income is done by tax.
3	What is poverty?	Absolute poverty: do not have shelter, food etc. to survive. Relative poverty: can't afford to meet general standard of living; poor compared to others.
4	How is poverty measured?	Official UK government measure is 60% of the median (middle point of income).
5	What did Townsend conclude? Peter Townsend 1979	Townsend's Deprivation Index examined 12 items that measured relative deprivation & found 23% in poverty. Groups at risk using the index: unskilled elderly and children in unskilled one-parent families. Compared to 6.1% of the population that are poor enough to claim benefits.
6	Absolute Poverty	Where individuals or households lack the basic necessities required for physical survival and human dignity, such as food, clean water, shelter, clothing
7	Relative Poverty	Being poor in relation to others, which can lead to social exclusion, such as having an income less than the average.
8	Explain factors that have led to an increase in poverty?	An increase in unemployment.; An increase in the pay gap between low-skilled and high-skilled workers; Reductions in income tax, which benefit the more well off; Cost of living crisis.
9	What is the cycle of poverty?	Official statistics only give a snap-shop of a household but people might move in and out of poverty at different times

Task 1: Complete the questions on the next page:

Task 2: Create flash cards, a mind map or other revision resource on key terms 1 - 7 above.

2. Look at the following information and answer the questions that follow.

Poverty in the UK over 20 years

	1995	2012	2016
Children in the UK living in poverty	33%	27%	30%
Pensioners in the UK living in poverty	28%	13%	16%
Lone parent families living in poverty	58%	41%	46%
Single people without children living in poverty	25%	28%	25%

Adapted from Joseph Rowntree Foundation UK Poverty 2017

(a) Identify the percentage of pensioners in the UK living in poverty in 2016. [1]

.....

(b) Identify the group with the highest percentage increase in poverty between 2012 and 2016. [1]

.....

.....

(c) Describe **two** patterns or trends shown in the table, supporting your answer with reference to the statistics in the table. [4]

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Sociology Homework

Autumn Term	
Week 9-10: Poverty as a social issue	

1	Absolute Poverty	Where individuals or households lack the basic necessities required for physical survival and human dignity, such as food, clean water, shelter, clothing
2	Relative Poverty	Being poor in relation to others, which can lead to social exclusion, such as having an income less than the average.
3	What is the Individual explanation of poverty?	<u>The culture of poverty</u> : Being socialised into a subculture of poverty with values of fatalism & present-time orientation. <u>Cycle of deprivation</u> : Material and culture deprivation passed down through generations & children unable to break free.
4	What is the criticism of this model?	Blames the individual themselves; Ignores structural issues e.g. recession
5	What is the Structural explanation of poverty?	<u>Functionalism</u> : Inequalities are needed to enforce competition. <u>Marxism</u> : Poverty comes from inequalities of capitalism. 'Fear of poverty' is used. <u>Feminism</u> : Lone mothers & older women living alone are at most risk. Pay gap and care responsibilities. 'shock absorbers'.
6	What were the views of New Right theorist Charles Murray?	Although structural, it focuses on the individuals' behaviour e.g. an underclass. He used official statistics to measure underclass e.g. rising crime rates, illegitimate births & labour drop-outs. He determined welfare created a 'culture of dependency'.
7	What are criticisms of Murray's theory?	Blames and stigmatises victims.; Marxists: should focus on the rich 'overclass'.
8	What is the Impact of globalisation on poverty?	In 2008 a world financial crisis led to a recession in the UK. Resulted in job losses, unemployment, rising fuel and food costs. Globalisation has led to global inequality.

Task 1: Complete the question below:

5.	(a) Describe the difference between absolute and relative poverty.	[4]

Task 2: Create flash cards, mind maps, a poster or another revision resource for the key terms above.

Sociology Homework

Autumn Term		
Week 11-12: Power		
1	What were the views of Max Weber 1947 on power?	Power is based on either: Coercion; use of force; Authority; when we willingly obey.
2	Explain Weber's 3 types of authority?	<u>Traditional authority</u> : Authority based on customs. <u>Rational legal authority</u> : Based on people accepting the rules or laws e.g. operates within a bureaucracy (an organisation with a clear set of rules). <u>Charismatic authority</u> : Obeying a leader that inspires us e.g. Nelson Mandela.
3	Who holds power according to Marxists?	Bourgeoisie holds political power.
4	Who holds power according to Feminists?	Patriarchy leads to female oppression within society
5	What were the conclusions of Sylvia Walby 1990?	Gender inequalities and women's subordination. Six patriarchal structures that oppress & exploit women: 1. Paid employment 2. The household 3. Culture 4. Sexuality 5. Male violence against women 6. The state Patriarchy is reducing but also changing from a private (home) to public form.

Task: Complete the questions on the next page:

4. Read the following passage and answer the questions that follow.

Power in society

Some groups in society have more **power** than others. The famous sociologist Max Weber tried to explain why people follow the instructions of those in power. One of the reasons he gave was that people followed the orders of those with **charismatic authority**.

(a) Describe what is meant by *power*. [2]

.....

.....

.....

.....

.....

.....

(b) Explain what is meant by *charismatic authority*. [2]

.....

.....

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.....

.....

(c) Explain **two** reasons why men are likely to have more power than women. [4]

.....

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.....

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.....

Sociology Homework

Autumn Term

Week 13-14: Functionalist views on stratification

1	What is the Functionalist view on stratification?	Functionalists believe that stratification and inequality is needed in society, as it gives people incentives to work hard and be awarded fairly for the pay they are given.
2	What does Parson's mean by meritocracy?	Parsons argues that society is meritocratic. This means that those who work the hardest will get the best results, jobs, awards (E.G. Pay) and status.
3	What did Davis and Moore mean by - Role Allocation?	All roles (jobs) in society must be filled, including the lower roles. The 'functionally important roles' should be filled by the most able e.g. clever people. Education 'sifts' people into their correct role. This means costly education & training and so deserves a higher salary. All societies must therefore treat people differently and accept it as fair.
4	Explain two Criticisms of role allocation theory?	1. Marxists: Argue society is not meritocratic 2. Pay can be linked to power, not how 'functionally important' their role is.

Task 1: Complete the questions below:

1) Define the term meritocracy (2)

2) Define the term role allocation (2)

Task 2: Using the key terms above, create **flash cards**, a **poster** or **mind map** about Functionalist sociological views on stratification.

Sociology Homework

Autumn Term

Week 15: Marxist views on stratification

1	Who was Karl Marx and what were his views?	Ownership of the 'means of production' decides class divisions in society, and status arises from these.
2	What are the main contributions of Marx?	The bourgeoisie are 'owners of the means of production.' Proletariat are forced to sell their labour to survive; this leads to feeling alienated. Bourgeoisie uses ruling-class ideology (ideas) to distort reality about inequalities. Leads to false class consciousness; w.class don't realise they're being exploited.
3	What are two criticisms of Marxism?	• Where is the communist revolution he describes? Also many communist countries still have inequality and high levels of crime. • A large and growing middle class does show social mobility. • Marxists ignore the positive aspects of stratification, such as competition and meritocracy.
4	Who are the Bourgeoisie?	Marxists argue these are the ruling class, who have power in society, and who own factories and businesses (the 'means of production'). Marx argues they seek power and profit.
5	Who are the proletariat?	Marxists argue these are the working class, who work for the ruling class for money ('selling their labour'). They have less power in society and seek fair wages for their work.
6	What is the old boy's network?	Marxists argue that the ruling class often have strong social connections to other powerful people or places. For example, 20 of the UK's Prime Ministers came from Eton College.

Task 1: Complete the question below:

Outline and explain Marxist views on stratification (4)

Task 2: Using the key terms above, create **flash cards**, a **poster** or **mind map** about the different sociological views on stratification.

Spanish Homework

Autumn Term

Week 1: You will be tested on the following vocabulary in your next lesson.

Prefiero ir	I prefer to go
Me gustaría viajar	I would like to travel
a pie / en avión / en barco	by foot / by plane / by boat
porque es más/menos	because it is more/less
práctico / rápido / cómodo	practical / fast / comfortable
ya que es mejor	since it is better
para la salud	for your health
para el medio ambiente	for the environment

Task 1: A. Complete these translations

- a I would prefer to go by bike.
- b I would like to go by bus.
- c I would love to travel by train.
- d I would prefer to go on foot.
- e I would like to go by car, it is more practical.
- f I would prefer to travel by plane, it is faster.
- g I would love to go by boat, it is more relaxing.

		with a verb
I would like	<i>Me gustaría</i>	<i>Me gustaría viajar.</i>
I would love	<i>Me encantaría</i>	<i>Me encantaría ir.</i>
I would prefer	<i>Preferiría</i>	<i>Preferiría ir a pie.</i>

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 2: You will be tested on the following vocabulary in your next lesson.

Durante las vacaciones	during the holidays
Cuando estamos de vacaciones	When we are on holiday
descanso	I rest
compro recuerdos	I buy souvenirs
voy de paseo en bici	I go for a bike ride
visito todos los sitios de interés	I visit all the sites of interest
me encanta estar al aire libre	I love being outdoors
hago fotos	I take photos

Task 2 : A. Complete this GCSE reading task

Holidays in Spain

You read a blog about where Spanish young people like to go on holiday.

Andrés

En mis vacaciones me gusta descansar, pero mis padres prefieren las vacaciones activas, así que vamos a ir a andar por las montañas cada día.

Esperanza

Normalmente no vamos de vacaciones porque es demasiado caro, pero el año próximo esperamos visitar a mis abuelos que viven en Francia*. Creo que van a ser unas vacaciones para recordar.

Julia

En mis vacaciones me gusta levantarme muy tarde y después nadar en la piscina durante horas. Me encanta el buen tiempo. El año pasado estaba muy triste porque llovió todos los días.

*Francia = France

Answer the following questions in English.

- 1 What do Andrés and his parents do in the mountains?

_____ (1)

- 2 What does Esperanza think that her next holiday will be like?

_____ (1)

- 3 What **two things** does Julia like to do on holiday?

1 _____
2 _____ (2)

(Total 4 marks)

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 3: You will be tested on the following in your next lesson.

Lo pasé bien/mal porque	I had a good/bad time because
hizo buen / mal tiempo	it was good/bad weather
El hotel era muy limpio / sucio	the hotel was clean/dirty
perdí mi equipaje/mi maleta	I lost my luggage/suitcase
mi cámara / móvil / mochila / dinero	My camera / phone / rucksack / money
(no) había un/a restaurante/piscina	There was (wasn't) a restaurant / swimming pool
la habitación (no) tenía vistas al mar	The room had (did not have) sea views
me quemé al sol	I got sunburn

Task 3: A. Complete this GCSE reading task

Buenos Aires

You read a website about four tourist attractions in Buenos Aires, the capital of Argentina.

People are posting reviews on places they have visited.



Me gustó la plaza con su monumento blanco. Las madres allí recuerdan a sus hijos muertos y por eso yo estaba triste.

What opinions do people give about each visit?

Write **P** for a **positive** opinion

N for a **negative** opinion

P + N for a **positive and negative** opinion.



En el parque es genial andar por el jardín. Recomiendo también ir en barco para descansar.

Write the correct letter in each box.

1 The square.



El presidente vive en una gran casa que me encantó visitar. Estaba enojado porque tuve que esperar muchísimo tiempo para entrar.

2 The park.

3 The president's house.



Fuimos al mercado por la tarde. Había demasiada gente y no encontré nada.

4 The market.

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 4: You will be tested on the following vocabulary in your next lesson.

Tienes que / hay que	you must
Vale la pena	It's worth
Debes ir a	you have to go to
visitar / ver	visit / see
el castillo / el puente / el museo	the castle / bridge / museum
la catedral / la plaza	the cathedral / square
recomiendo una excursión	I recommend a trip
a las tiendas / a los jardines	to the shops / to the gardens

Task 4:

A. Using vocabulary tables and reading tasks from week 1 to week 4, translate the following sentences into Spanish.

1. I prefer to travel to Spain by plane because it is faster (more fast) than by car.

2. However, it can be more expensive.

3. During the holidays, I visit monuments and take photos.

4. Last year I had a good time because there was a swimming pool in the hotel.

—

5. It is worth visiting the castles and cathedrals in Spain

—

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 5: You will be tested on the following vocabulary in your next lesson

Prefiero las vacaciones	I prefer holidays
en el campo / en la playa / en las montañas	in the countryside/ on the beach / in the mountains
dado que me encanta	given that I love
hacer actividades culturales	to do cultural activities
hacer actividades al aire libre	to do outdoor activities
viajar al extranjero	to travel abroad
visitar parques temáticos	to visit theme parks
hacer esquí	to ski

Task 5:

A. Translate the following QSOD:

1. ¿Qué tipo de vacaciones prefieres?

2. Siempre prefiero las vacaciones en las montañas con mi familia

3. Dado que me encanta esquiar y hacer actividades al aire libre.

4. En el futuro me gustaría hacer actividades más culturales.

—

B. Now Write your own answers to: ¿Qué tipo de vacaciones prefieres?

1. Siempre prefiero las vacaciones.....
2. Dado que me encanta.....y.....
3. En el futuro me gustaría.....

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 6: You will be tested on the following vocabulary in your next lesson.

yo fui	I went / I was
tu fuiste	you went / you were
él/ella fue	he/she went / was
fue	it was
nosotros fuimos	We went
vosotros fuisteis	you went (plural)
ellos/ellas fueron	they went
¿Adónde fuiste de vacaciones?	Where did you go on holidays?

Task 6 : A. Complete the GCSE reading task.

A school trip

Read María's blog about what she did last weekend.

Queridos* seguidores,

Sé que paré de escribir durante todo el fin de semana, estuve muy ocupada.

El sábado me levanté muy temprano, a las seis y media, porque iba a una excursión con el colegio. Mi hermano siempre se levanta después que yo, pero no este fin de semana, porque tenía un partido con su equipo.

La excursión con el colegio fue decepcionante – llovió todo el día y la comida fue asquerosa, especialmente la paella, que normalmente está tan rica y me encanta.

El autobús de vuelta tardó mucho porque, aunque apenas había tráfico, la lluvia causó problemas en las calles.

*Queridos – dear

What does she say?

Write **A** if only statement **A** is correct.

B if only statement **B** is correct.

A + B if both statements **A** and **B** are correct.

1 Last weekend, María...

A	was very busy.
B	wrote on her blog.

3 On the school trip...

A	the weather was bad.
B	María did not like the paella.

2 On Saturday María got up...

A	very early.
B	before her brother.

4 María says that...

A	the traffic was bad.
B	the journey back took a long time.

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 7: You will be tested on the following vocabulary in your next lesson.

gafas de sol	sunglasses
un billete	a ticket
una entrada	a ticket
una excursión	a trip
el camping	campsite
la dirección	address
el viaje	journey
el mapa	map/plan

Task 7 :

A. Read the text and decide if the following are mentioned in the Past, Present or Future

El hotel donde estamos este año es estupendo y las habitaciones son grandes y muy cómodas. No están incluidas las comidas y por eso normalmente vamos a uno de los restaurantes del pueblo. Ayer fuimos a un café al lado del mar y comimos una paella. Anoche había un espectáculo de baile en el hotel; fue excelente. ¡No me acosté hasta las doce y media! El jueves que viene vamos a hacer una excursión en barco y visitaremos algunos pueblos de la costa. Estaré muy triste al final de la semana; no voy a querer volver a casa.

1. The hotel:
2. Eating paella:
3. Dance show:
4. Boat trip:

B: True or False? - Give reason in English when answer is false.

1. It is an all-inclusive holiday:
2. The cafe was by the sea:
3. He went to bed early:
4. He is going to be sad to leave:

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 8: You will be tested on the following vocabulary in your next lesson.

Lo bueno es que	the good thing is that
es gratis	it is free
es muy práctico	it is very practical
puedo mantenerme en contacto con mis amigos	I can keep in touch with my friends
puedo ver videos y mandar mensajes	I can watch videos and send messages
Lo malo es que	The bad thing is that
hay mucho acoso en línea	there is a lot of online bullying
algunas personas son adictas	some people are addicted

Task 8: A. Complete this GCSE reading task

Social media

Your Spanish friend sends you this article about social media in Spain.

El 99% de los jóvenes españoles entre 16 y 19 años tiene WhatsApp y el 97% lo usa cada día. Es sin duda su principal app en el móvil. La segunda app preferida es Instagram: el 67% de los jóvenes españoles lo utiliza, sobre todo las chicas.

Parecía que Snapchat iba a ser la app más usada de los jóvenes, pero de momento en España no es muy popular: solo la mitad de los jóvenes lo usa. Twitter tiene aun menos usuarios diarios. Lo mismo se puede decir de Facebook.

Si se considera la seguridad de los datos personales, la gente piensa que WhatsApp es mejor que Facebook. También dicen que Twitter sigue con problemas en este aspecto.

Complete the sentences.

Write the correct letter in each box.

A	Facebook
B	Instagram
C	Snapchat
D	Twitter
E	WhatsApp

1 is mostly used by girls.

2 is not as popular as predicted in Spain.

3 People think that has the best privacy controls.

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 9: You will be tested on the following vocabulary in your next lesson.

Antes	before
los móviles eran demasiado grandes	mobile phones were too big
los videojuegos eran sencillos	videogames were simple
los portátiles eran pesados	laptops were heavy
pero ahora los nuevos son	but now the new ones are
avanzados	advanced
realistas	realistic
ligeros	light

Task 9: A. Complete the following GCSE reading task

The development of new technology

You read an article about how technology has changed over the past few years.

La velocidad de los ordenadores es ahora mucho mayor. Hace algunos años los dispositivos duraban más tiempo que ahora. Solía ser posible arreglarlos para no comprar uno nuevo, pero ya no.

Uno de los mayores problemas actualmente es la seguridad en línea. Las personas desconocidas pueden encontrar los detalles de tu cuenta y el dinero que has ahorrado puede desaparecer.

El contenido en las páginas web sigue aumentando cada vez más. Sin embargo, una tendencia será que algunas personas elegirán teléfonos mucho más sencillos. No usan las redes sociales, y no querrán comprar un móvil inteligente.

What does the article say about these changes?

Write **P** for something that happened **in the past**

N for something that is happening **now**

F for something that is going to happen **in the future**.

Write the correct letter in each box.

1 Better computer speed

Lack of security online

2 Successful repair of devices

Use of simpler devices

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 10: You will be tested on the following vocabulary in your next lesson.

es muy viejo/a	it 's very old
la pantalla está rota	the screen is broken
no funciona bien	it doesn't work well
pesa demasiado	it's too heavy
es muy útil	it's very useful
Tiene muchas apps	it has lots of apps
es muy práctico/a	it's very practical
el diseño es guay	the design is cool

Task 10: Translate the following sentences into Spanish:

1. I bought a new mobile because my phone is very old.

2. I love my new tablet because it has many apps and the design is cool.

3. I cannot read my messages because my computer screen is broken.

4. I prefer to take my laptop to school; it doesn't weigh too much in the backpack.

5. I use my smartwatch every day to exercise; I think it is very practical.

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 11: You will be tested on the following vocabulary in your next lesson.

Mi móvil me permite	my phone allows me to
sacar fotos increíbles	take incredible photos
escuchar música	listen to music
jugar juegos en línea	play online games
bajar y ver películas	download and watch films
enviar correos electrónicos	send emails
Esta app te da información sobre	this app gives you information about
Esta app te ayuda a	this app helps you to

Task 11: A. Complete this GCSE reading task

Using new technology

Your Spanish friend has a new mobile phone.

Tengo un móvil nuevo. Es azul y ligero.
Es muy caro pero creo que es fácil de usar.
Mando muchos mensajes a mis amigos.
Saco un montón de fotos de mi perro.
Veo las películas en mi app favorita.
Abro mi navegador para empezar a buscar información en la Red.

Answer the following questions in **English**.

1 What colour is his new mobile?

_____ (1)

2 What is his opinion of using the mobile?

_____ (1)

3 What does he send to his friends?

_____ (1)

4 What does he take lots of pictures of?

_____ (1)

5 What does he watch on his favourite app?

_____ (1)

(Total 5 marks)

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 12: You will be tested on the following vocabulary in your next lesson.

diseñar	to design
enviar	to send
navegar	to navigate/surf
permitir	to allow
recargar	to recharge
responder	to respond
afectar	to affect
causar	to cause

Task 12: A. Conjugate the following verbs:

1. I design:
2. She designs:
3. I designed:
4. We designed:
5. We will respond:
6. It will cause:
7. I'm going to send:
8. He surfed:
9. It would allow:
10. It is affecting:

B. Translate these sentences into English

1. El año pasado, mi hermano diseñó una página web para su colegio.

2. Si pasas muchas horas con el móvil, la luz azul afectará tu sueño.

3. Ayer navegué por internet para buscar información sobre mi proyecto.

4. Siempre envío mensajes de texto a mis amigos porque es más rápido que llamar.

5. El mes que viene, este nuevo programa nos permitirá estudiar de forma más eficiente

C. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term

Week 13: You will be tested on the following vocabulary in your next lesson.

comunicar	to communicate
encontrar	to find
ofrecer	to offer
oír	to hear
saber	to know
apagar	to switch off
compartir	to share
usar	to use

Task 13: A. Complete this GCSE gap-fill task and translate into English:

Ayer (yo) _____ mi móvil en casa.

dejaré	dejo	dejé
--------	------	------

Me gusta mucho _____ mensajes.

enviando	enviar	envío
----------	--------	-------

Ayer salí de casa sin _____ mi móvil.

llevar	llevado	llevando
--------	---------	----------

Me gusta _____ mensajes a mis amigos.

mando	mandas	mandar
-------	--------	--------

Mi hermano _____ vídeos en su móvil.

grabo	grabas	graba
-------	--------	-------

B. Please check Google classroom as there may be additional work set by your teacher for your speaking/writing preparations.

Spanish Homework

Autumn Term	
Week: 14	

Task 14: Using all language from the social media topic, complete the following 90 word task:

- What you think about social media.
- What you did online yesterday
- Which technology you will use in the future and why.

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.

BTEC Tech Award in Sport Homework

Autumn Term

Week 1-2: Component 3, Learning Aim A1: Physical Fitness Components

What is aerobic endurance?	The ability of the cardiorespiratory system to supply oxygen to the muscles to sustain low to medium intensity work and delay fatigue.
What is muscular endurance?	The ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.
What is muscular strength?	The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.
What is speed, and how is it calculated?	Distance divided by time, used to reduce the time taken to move the body or a body part in an event or game.
What is flexibility?	The range of motion possible at a joint, allowing improvements in technique.
What is body composition?	The relative ratio of fat mass to fat-free mass in the body.
Give an example of a sport that requires high levels of aerobic endurance.	Any event or sport lasting more than 30 minutes, e.g. marathon running or distance swimming.
Give an example of an activity that requires high levels of muscular strength.	Activities requiring force, e.g. throwing events such as the shot put.
Give an example of a sport that requires a wide range of flexibility.	Activities requiring a wide range of movement around a joint, e.g. gymnastics or martial arts.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is aerobic endurance? (1 mark)
2. Give a sport that requires high levels of aerobic endurance. (1 mark)
3. What is muscular endurance? (1 mark)
4. What is muscular strength? (1 mark)
5. Give a sporting example that requires high muscular strength. (1 mark)
6. How is speed calculated? (1 mark)
7. What is flexibility? (1 mark)
8. Give a sporting example that requires a wide range of flexibility. (1 mark)
9. What is body composition? (1 mark)
10. Give a sport where a low body fat percentage would be beneficial. (1 mark)

Task 2

Explain one physical fitness component that is important for a 1500m runner. (3 marks)

Guidance: Use the command word 'explain' to make one point and develop it fully, e.g. naming a fitness component and linking it with reasoning to the demands of the event.

Challenge (Optional)

Choose a sport of your choice. Identify the three most important physical fitness components for a named position within it, and justify your choices.

BTEC Tech Award in Sport Homework

Autumn Term

Week 3-4: Component 3, Learning Aim A1: Skill-Related Fitness Components

What is power?	The product of speed and strength, allowing explosive movements in sport.
What is coordination?	The ability to move two or more body parts at the same time smoothly and efficiently.
What is reaction time?	The time taken between a stimulus and the start of a response.
What is agility?	The ability to change direction quickly.
What is balance?	The ability to maintain the centre of mass over a base of support.
What is the difference between static and dynamic balance?	Static balance is maintaining a position while still; dynamic balance is maintaining control while moving.
Give a sporting example that requires high levels of power.	Activities requiring explosive movement, e.g. a basketball jump shot or a gymnastics vault.
Give a sporting example that requires fast reaction time.	Any activity needing a quick decision or response, e.g. a sprint start or a goalkeeper's save.
Give a sporting example that requires good agility.	Activities requiring quick changes of direction, e.g. dodging an opponent in football or freestyle skiing.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is power? (1 mark)
2. What is coordination? (1 mark)
3. What is reaction time? (1 mark)
4. What is agility? (1 mark)
5. What is balance? (1 mark)
6. What is the difference between static and dynamic balance? (1 mark)
7. Give a sporting example that requires high levels of power. (1 mark)
8. Give a sporting example that requires fast reaction time. (1 mark)
9. Give a sporting example that requires good agility. (1 mark)
10. Name a sport that requires good hand-eye coordination. (1 mark)

Task 2

Explain one skill-related fitness component that is important for a basketball player. (3 marks)

Guidance: Make one point and develop it fully, e.g. naming a skill-related fitness component and linking it with reasoning to a specific basketball skill or situation.

Challenge (Optional)

Choose a sport of your choice. Identify the two most important skill-related fitness components for a named position, and explain why each is important.

BTEC Tech Award in Sport Homework

Autumn Term	
Week 5-6: Component 3, Learning Aim A2: Basic (FITT) and Additional Training Principles	
What does FITT stand for?	Frequency, Intensity, Time, Type.
What is frequency in training?	The number of training sessions completed over a period of time, usually per week.
What is intensity in training?	How hard an individual will train.
What is meant by 'type' in FITT?	How an individual will train, by selecting a training method to improve a specific component of fitness.
What is progressive overload?	Training needs to be demanding enough to cause the body to adapt, improving performance.
What is specificity?	Training should meet the needs of the sport, or the physical/skill-related fitness goals to be developed.
What is individual differences/needs?	Training should meet the needs of an individual performer.
What is reversibility?	If training stops, or the intensity of training is lowered, fitness gains made from training are lost.
What is variation in training?	Altering the types of training used to avoid boredom and maintain motivation to train.
Why is rest and recovery important in a training programme?	To allow the body to recover and adapt to the training that has been completed.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What does FITT stand for? (1 mark)
2. What is meant by frequency? (1 mark)
3. What is meant by intensity? (1 mark)
4. What is progressive overload? (1 mark)
5. What is specificity? (1 mark)
6. What is meant by individual differences? (1 mark)
7. What is reversibility? (1 mark)
8. What is variation, and why is it used in training? (1 mark)
9. Why is rest and recovery important in a training programme? (1 mark)
10. Give one example of how a coach could apply progressive overload to a training programme. (1 mark)

Task 2

Explain how a coach could apply two basic principles of training (FITT) when designing a training programme for a 400m sprinter. (4 marks)

Guidance: Choose two FITT elements, e.g. intensity and type, and develop each point fully with reasoning specific to sprint training.

Challenge (Optional)

Design a one-week training plan for a sport of your choice that clearly shows how you have applied at least four principles of training (basic and additional).

BTEC Tech Award in Sport Homework

Autumn Term	
Component 3, Learning Aim A3: Exercise Intensity and How It Can Be Determined	
How is maximum heart rate (HR max) calculated?	220 minus age (years).
What is the anaerobic training zone?	85–100% of HR max.
What is the aerobic training zone?	60–85% of HR max.
What is the Borg (6–20) Rating of Perceived Exertion (RPE) Scale?	A scale used to measure exercise intensity, where the individual rates how hard they perceive they are working, from 6 (no exertion) to 20 (maximal exertion).
What is the relationship between RPE and heart rate?	$RPE \times 10 = \text{heart rate (bpm)}$.
What is 1RM?	The maximum weight that can be lifted for one repetition, used to measure maximum strength.
What is 15RM?	The maximum weight that can be lifted for 15 repetitions, used to measure muscular endurance.
Name three pieces of technology that can be used to measure exercise intensity.	Heart rate monitors, smart watches, and apps.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. How is HR max calculated? (1 mark)
2. Calculate the HR max of a 20-year-old performer. (1 mark)
3. What percentage of HR max defines the aerobic training zone? (1 mark)
4. What percentage of HR max defines the anaerobic training zone? (1 mark)
5. What does the Borg RPE Scale measure? (1 mark)
6. What is the lowest score on the Borg Scale, and what does it represent? (1 mark)
7. How is heart rate estimated from an RPE score? (1 mark)
8. What is 1RM used to measure? (1 mark)
9. What is 15RM used to measure? (1 mark)
10. Name one piece of technology used to measure exercise intensity. (1 mark)

Task 2

David is 45 years old. Explain how David's coach could use heart rate to monitor the intensity of his training. (4 marks)

Guidance: Calculate David's HR max using 220 minus age, then explain how this figure is used to set training zones and monitor intensity, developing each point with reasoning.

Challenge (Optional)

Calculate the HR max, aerobic training zone, and anaerobic training zone for a performer of your own age. Show your working.

BTEC Tech Award in Sport Homework

Autumn Term	
Week 9-10: Component 3, Learning Aim B1: Reasons for Fitness Testing and Pre-Test Procedures	
Give one reason why fitness testing is carried out.	It gives baseline data for monitoring and improving performance.
Give a second reason for fitness testing.	Results allow a coach to design training programmes based on the test results.
How can fitness testing help determine if a training programme is working?	Retesting can show whether fitness levels have improved since the programme began.
How can fitness test results support goal setting?	They give the performer something to aim for and provide goal-setting aims.
What is meant by calibration of equipment?	Checking that testing equipment is accurately set up and functioning correctly before use.
What is informed consent?	A documented agreement from a participant acknowledging they understand and accept the testing procedures.
What is a PAR-Q?	A Physical Activity Readiness Questionnaire, used to screen for any health risks before a participant takes part in exercise or fitness testing.
What is meant by a participant pre-fitness test check?	Checking factors such as the participant's prior exercise participation before testing begins.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Give one reason for fitness testing. (1 mark)
2. How can fitness testing help with training programme design? (1 mark)
3. How can fitness testing show whether a training programme is working? (1 mark)
4. How can fitness test results support goal setting? (1 mark)
5. What is meant by calibration of equipment? (1 mark)
6. What is informed consent? (1 mark)
7. What does PAR-Q stand for? (1 mark)
8. Why is a PAR-Q completed before fitness testing? (1 mark)
9. What is meant by a pre-fitness test check? (1 mark)
10. Name one responsibility of the person administering a fitness test. (1 mark)

Task 2

Discuss two pre-test procedures that a coach would carry out before fitness testing a performer. (6 marks)

Guidance: Discuss means you should give detail and development for two separate procedures, e.g. PAR-Q and informed consent, explaining what each involves and why each one matters.

Challenge (Optional)

Design a simple PAR-Q and informed consent form that a coach could use before fitness testing a new performer at your club.

BTEC Tech Award in Sport Homework

Autumn Term	
Week 11-12: Component 3, Learning Aim B1: Reliability, Validity and Practicality	
What is meant by the reliability of a fitness test?	The consistency of results over time.
Give one factor that could affect the reliability of a fitness test.	For example, calibration of equipment, motivation of the participant, the testing environment, experience of the administrator, or compliance with the standardised test procedure.
What is meant by the validity of a fitness test?	Whether the test procedures have been correctly followed, and whether the test measures what it claims to measure.
What is meant by the practicality of a fitness test?	How easy and realistic the test is to carry out, considering factors such as cost, time and the number of participants.
Give one cost-related factor affecting the practicality of a test.	The cost of any specialised equipment needed.
Give one time-related factor affecting the practicality of a test.	The time taken to perform the test, set it up, and analyse the data.
How might the number of participants affect the practicality of a test?	Some tests can only be carried out with one participant at a time, reducing practicality for large groups.
Why might indoor versus outdoor testing conditions affect reliability?	Different conditions, e.g. wind or surface, can change performance, reducing the consistency of results.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is meant by the reliability of a fitness test? (1 mark)
2. Give one factor that could affect reliability. (1 mark)
3. What is meant by the validity of a fitness test? (1 mark)
4. What is meant by the practicality of a fitness test? (1 mark)
5. Give one cost factor affecting practicality. (1 mark)
6. Give one time factor affecting practicality. (1 mark)
7. How might the number of participants affect practicality? (1 mark)
8. Why might testing indoors versus outdoors affect reliability? (1 mark)
9. Why does the experience of the test administrator matter? (1 mark)
10. Give one way a coach could improve the reliability of a fitness test. (1 mark)

Task 2

Explain what is meant by the term validity, and discuss one way a coach could improve the reliability of a fitness test for a performer of your choice. (6 marks)

Guidance: First explain validity clearly, then discuss one method of improving reliability (e.g. standardising the test procedure or calibrating equipment) with full development.

Challenge (Optional)

Choose a fitness test of your choice. Identify two factors that could affect its reliability and explain how a coach could control for each one.

BTEC Tech Award in Sport Homework

Autumn Term

Week 13-14: Component 3, Learning Aim B2/B3: Fitness Test Methods for Physical and Skill-Related Components

Name two fitness tests for aerobic endurance.	The multi-stage fitness test (bleep test) and the 12-minute Cooper run or swim.
Name a fitness test for muscular endurance.	The one-minute sit-up test or the one-minute press-up test.
Name a fitness test for flexibility.	The sit and reach test.
Name a fitness test for speed.	The 30 metre sprint test.
Name a fitness test for muscular strength.	The grip dynamometer test or 1 Rep Max.
Name a fitness test for body composition.	Body Mass Index (BMI) or the waist-to-hip ratio test.
Name a fitness test for agility.	The Illinois agility run test or the T Test.
Name a fitness test for balance.	The stork stand test.
Name a fitness test for coordination.	The Alternate-Hand Wall-Toss test.
Name a fitness test for power.	The vertical jump test.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name a fitness test used to measure aerobic endurance. (1 mark)
2. Name a fitness test used to measure muscular endurance. (1 mark)
3. Which test measures flexibility using a box and a ruler? (1 mark)
4. Name a fitness test used to measure speed. (1 mark)
5. Which piece of equipment is used in the muscular strength test? (1 mark)
6. Name a fitness test used to measure body composition. (1 mark)
7. Name a fitness test used to measure agility. (1 mark)
8. Name a fitness test used to measure balance. (1 mark)
9. Name a fitness test used to measure coordination. (1 mark)
10. Name a fitness test used to measure reaction time. (1 mark)

Task 2

State and describe two fitness tests that could be used to test a hockey player's aerobic endurance. (6 marks)

Guidance: Name each test clearly, then describe its protocol fully, e.g. the distance, time, or equipment involved in carrying it out correctly.

Challenge (Optional)

Create a fitness testing circuit covering one test for each of the six physical components of fitness. State the equipment needed for each station.

BTEC Tech Award in Sport Homework

Autumn Term	
Week 15-16 Component 3, Learning Aim B4: Interpretation of Fitness Test Results	
What is normative data?	Standardised data used to compare an individual's fitness test results to a population's average or typical performance levels.
What is baseline data?	Initial data collected on performance, used to monitor future improvements.
How can fitness test results be used to design a training programme?	Results highlight a performer's strengths and weaknesses, helping a coach decide which components of fitness to prioritise in training.
How does a coach use normative data tables?	By comparing a performer's result to the table to rate their level for that component of fitness.
How can fitness test results be used to recommend improvements?	By identifying weaker components of fitness and suggesting suitable training methods to develop them.
Why must the same test protocol be followed each time it is used?	To ensure the results are reliable and can be fairly compared over time.
Why does validity matter when interpreting test results?	If the test did not measure what it claimed to measure, the interpretation and any recommendations based on it cannot be trusted.
Why is it important to retest a performer after a training programme?	To compare the new results with baseline data and determine whether the training programme has been effective.
Give one example of a recommendation a coach could make based on a weak test result.	Introducing a specific training method to target the weaker component, e.g. agility training following a poor Illinois agility run result.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is normative data? (1 mark)
2. What is baseline data? (1 mark)
3. How can fitness test results help design a training programme? (1 mark)
4. How does a coach use normative data tables? (1 mark)
5. How can fitness test results be used to recommend improvements? (1 mark)
6. Why must the same test protocol be followed each time it is used? (1 mark)
7. Why does validity matter when interpreting test results? (1 mark)
8. Why is it important to retest a performer after a training programme? (1 mark)
9. Give one example of a recommendation a coach could make based on a weak test result. (1 mark)
10. Why is baseline data useful for goal setting? (1 mark)

Task 2

A coach has tested a footballer's aerobic endurance using the multi-stage fitness test. Explain how the coach could use normative data to interpret the result, and recommend one way to improve the footballer's aerobic endurance. (6 marks)

Guidance: Explain how the result would be compared to a normative data table, then give one clear, developed recommendation (e.g. continuous training) linked to the component tested.

Notes

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Notes

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