

Year 11 Work Pack

In addition to the work contained in this pack, complete work on SPARX and complete revision in preparation for your PPEs next week.



English

The wind pressed hard against the small cottage, whining through the cracks as if it were alive. Snow drifted across the moorland in thick, swirling sheets that erased the horizon, swallowing trees and fence posts in a ghostly blur. Inside, the fire snapped and spat, tiny sparks leaping upward like frightened insects, lighting the dim room for only a heartbeat before fading back into shadow.

Look in detail at the extract
How does the writer use language to describe the setting?
You could write about:

- Words and phrases
- Language features and techniques
- Sentence forms

(8 marks)







Sentence Starters

Firstly, when considering how the writer uses language to describe [question focus], the reader is first struck by the [method] “_____”. This conveys the impression that _____ because/but/so... Alternatively,... Because/but/so.... However,... Because/but/so...

Secondly, the reader is also struck by...

Finally, the reader is struck by...

Key steps for Paper 1 Q2 and P2 Q3

AQA English Language Paper 1 – Explorations in Creative Writing and Reading (1hr45)			
2	8 marks	10-12 min	How does the writer use language to...?
1) BUG		Turn to question 2 and BUG the question	
2) Answer diagram		Draw out your answer diagram for Paper 1 Q2	<div>Language feature</div> <div>Evidence</div> <div>Effect on reader</div> <div>X3</div>
3) Highlight		Read through the mini extract and highlight 3 interesting words or phrases that link to the question	
4) Annotate		Next to each highlighted word/phrase, write at least 3 different inferences .	
5) Label		Label each highlighted phrase with a language feature or word class	
6) Answer		Write 3 paragraphs , including each element from your answer diagram .	

Success Criteria

Name a method

Include evidence

Explain the effect x3 interpretations

Stretch it phrases

usually, a ___ is associated with / usually, a ___ is... / ___ often... / as though / perhaps / almost / exuding creating / could / highlights / a sense of / emphasising / in the same way that / hinting / making ___ feel like / creates a sense of





AN INSPECTOR CALLS – TOP 24 QUOTATIONS



Quotation	Who?	When?	Methods + Analysis
The lighting should be pink and intimate, until the INSPECTOR arrives, and then it should be brighter and harder	Stage directions	Start	At the start, the lighting is pink, reflecting the happiness and 'rose-tinted' view of society that the Birlings have. The fact that the lighting is warm and intimate reflects their ignorance and blindness to the harsh realities of society, due to their class and capitalist views. The light brightening as the inspector arrives reflects how his arrival will expose the truth of the Birlings, and reveal their hidden sins and prejudices.
Giving us the port, Edna?	Mr Birling to Edna	Opening line (start)	Interrogative sentence – the fact that Birling questions Edna harshly highlights his expectation of Edna to serve the family. His use of this blunt, commanding tone reflects the commanding and dominant nature of the rich over the working class. The prop of port , a luxurious wine, reflects the upper class, luxurious nature of the rich. This would have been seen as wasteful by the audience watching in 1945, who had just lived through WW2, a time of rationing and bare basics.
The titanic – she sails next week – unsinkable, absolutely unsinkable	Mr Birling	Act 1	Symbolism – the Titanic was a symbol of modern technology, upper class values and luxury. The fact that it sank could mirror how the Birling's blindness, security, happiness and ignorance will be destroyed by the Inspector as he seeks justice for Eva Smith. Dramatic irony – the 1945 audience know that the Titanic sank, revealing Mr Birling's views to be instantly ridiculed by the audience. From this moment, we view him and his views as deeply flawed, and mock him.
As if we were all mixed up like bees in a hive – community and all that nonsense	Mr Birling	Act 1	Simile – Mr Birling mock the idea of socialism, seeing it as a ridiculous and foolish concept. His use of animalistic language , comparing the working class to little more than subhuman insects, reveals his class prejudice and victimisation of the rich. Noun "nonsense" – this highlights his prejudice against socialism, which the socialist 1945 audience would have found deeply wrong.
I can't accept any responsibility	Mr Birling	Act 1	Simple sentence – Mr Birling's confident and simple statement summarises Priestley's view that the rich and older generation lack responsibility. The audience view this attitude as deeply flawed and ignorant. Priestley's agenda in the play is to dispel these attitudes.
It's my duty to keep labour costs down	Mr Birling	Act 1	Noun "duty" highlights Mr Birling's firm belief in capitalism; he views his relationship with his staff as purely economical, based on making a profit. Note that he does not see his "duty" to his fellow man.
When you're married you'll realise that men with important work to do sometimes have to spend nearly all their time and energy on their business	Mrs Birling	Act 1	Patriarchal language – Mrs Birling's acceptance of traditional patriarchal views highlights her lack of openness to change and progress for young women, which was beginning to emerge at the time in which the play is set. Mrs Birling's views highlight her old-fashioned and outdated views, revealing her to be a woman who accepts her subservient nature in the hierarchy of her family unit. Priestley was strongly against the oppression of women, and thus uses her to criticise the subjugation of women at this time.
But these girls aren't cheap labour – they're people	Sheila	Act 1	Noun "girls" – Sheila, despite showing empathy for the poor, shows a lack of respect for the poor, using belittling language to describe them. This highlights her ignorance and class prejudice. Noun "people" – this demonstrates Sheila's hidden empathy, which will emerge later. From the outset, we realise that she juxtaposes her parents, symbolising Priestley's view that hope for change in society lies with the younger generation (those watching the play in 1945).
I was absolutely furious.. I was very rude to both of them	Sheila	Act 1	Adjectives "furious" and "rude" highlight Sheila's selfishness and entitlement in Millwards department store. She clearly lacks humanity at the start of the play, caring more about her pride and ego than the welfare of others.
Mummy	Sheila	Act 1	Childish language – highlights Sheila's immaturity and sheltered nature at the start of the play
Mother		Act 3	Adult language – highlights Sheila's character growth as she learns a lesson of socialism and breaks away from her family's control and views.
A chain of events	The Inspector	Act 1	Symbolism – Priestley's central message is that individual behaviour has an impact on others, and that people in society should consider the consequences of their actions on others. The image of a chain demonstrates Priestley's socialist idea that everyone in society is forged together, like a heavy chain, and cannot easily be separated.



Quotation	Who?	When?	Notes + Analysis
The young ones.. They're more impressionable	The Inspector	Act 2	Adjective "impressionable" – Priestley believed that hope for a better society lay in the younger generation of 1912, or those watching the play in 1945. By demonstrating how the Inspector (a symbol of socialism) has an impact on the young, Priestley is demonstrating how socialist ideologies can be easily adopted by the young, in order to create societal change.
She looked young and fresh and charming	Gerald	Act 2	Predatory language – highlights Gerald's objectification of Eva/Daisy. He views her almost as a piece of meat who he can use to satisfy his own pleasure, revealing the dark heart of upper class male attitudes in the Edwardian era.
"I was in that state when a chap easily gets nasty.. I threatened to make a row"	Eric	Act 3	Aggressive language "nasty", "threatened" – Eric's behaviour reveals the toxic masculinity at the heart of upper class Edwardian male society. The fact that he uses his physical presence and status to control and subjugate Eva Smith highlights his lack of care towards her as an individual, formed by his family upbringing and class status.
She was pretty and a good sport	Eric	Act 3	Adjectives "pretty" and "good sport" – Eric's behaviour towards Eva Smith is almost a game to him; he sees her less as an individual and more as an object that he can use for his own pleasure. The phrase "good sport" highlights how he sees his actions as mere child's play rather than something that can and does have an impact on an individual.
There are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives... intertwined with our lives	The Inspector	Act 3	Hyperbole – The Inspector's statement that there are 'millions' of Eva Smith and John Smiths, representing the working classes, exaggerates the suffering of the poor Verb "intertwined" – similar to the image of the 'chain of events,' society is seen as connected, with all people's lives influencing others. This underscores Priestley's desire for people to consider how their actions impact others more.
We don't live alone. We are members of one body	The Inspector	Act 3	Body metaphor – like a body, where all organs are connected to one another and rely on others to make the body function, people in society must rely on others and live in a more collective, connected manner. As the mouthpiece of Priestley , the Inspector's message teaches the audience the importance of collective responsibility and socialism.
(excitedly) By jingo! A fake!	Mr Birling	Act 3	Exclamatory sentence – Mr Birling's joy and relief as the Inspector is revealed to be a fake highlights his hypocrisy, and is used by Priestley to symbolise how the rich and older generations prevent progress, as they do not take responsibility and will not break free from their prejudice.
Girls of that class	Mrs Birling	Act 3	"that" – Mrs Birling's view that the poor are separate to her reveals the callousness and prejudice that Priestley believed pervaded the upper classes. Despite working for a charity, Mrs Birling views the poor almost as another race, which Priestley and the audience view as deeply ignorant and hypocritical.
"I accept no blame at all": "I blame the young man who was the father of the child"	Mrs Birling	Act 3	Verb "blame" – these quotations highlight Mrs Birling's lack of genuine remorse at her actions, despite being responsible for the death of not only Eva Smith, but her unborn child. The repetition of the word "blame" depicts her closed-minded attitude, showing the old fashioned, capitalist mindset of the older generation and upper class.
Let's not start dodging and pretending now. Between us we drove that girl to suicide"	Sheila	Act 3	Verbs "dodging and pretending" – highlights Eric's move away from his parents' closed and selfish mindset towards socialism and responsibility. By the end of the play, Eric stands in stark contrast to the older generation, representing Priestley's view that the younger generation in 1912 (the 1945 audience) were the hope for the future.
"Everything's all right now, Sheila. What about this ring?"	Gerald	Act 3	Adjectival phrase "all right"/ Cyclical structure – the fact that Gerald states that everything is "all right" highlights how, despite being young, he has not learnt anything at all. Priestley uses Gerald as a symbol of the upper classes, and how they prevent progress due to their outdated and selfish views. The return to the ring as a symbol depicts Gerald's closedmindedness and lack of change; he, like the older generation, is a static character.
// Sheila moves towards the door// I want to get out of this.	Sheila	Act 3	Physical movement – Sheila's physical movement towards the door signifies her character development, and her complete break away from her parents' capitalism and prejudiced ideology. As a symbol of the younger generation, Sheila's upward move could be seen to symbolise Priestley's desire for the young to break free from the mistakes of the past in order to build a more collective, caring society built on socialist principles.
You lot may be letting yourself out nicely, but I can't....We did her in, all right.	Eric	Act 3	Collective pronoun "we" – Eric's acceptance of blame here, and his recognition that his entire family are collectively responsible for the death of Eva Smith, indicates his character development from the start of the play, where he was an immature, bourgeois member of the upper class. Through Eric, Priestley places hope in the younger generation, whom he believed were the hope for a fairer and more equal society.



Maths

Question 1: Describe the rule for each sequence below and find the next three terms

- | | | |
|-------------------------|---------------------------|--------------------------|
| (a) 3, 5, 7, 9, ... | (b) 5, 10, 15, 20, ... | (c) 1, 4, 7, 10, ... |
| (d) 20, 19, 18, 17, ... | (e) 5, 10, 20, 40, ... | (f) 10, 14, 18, 22, ... |
| (g) 1, 6, 11, 16, ... | (h) 2, 4, 8, 16, ... | (i) 100, 80, 60, 40, ... |
| (j) 5, 12, 19, 26, ... | (k) 1, 10, 100, 1000, ... | (l) 64, 32, 16, 8, ... |
| (m) 55, 66, 77, 88, ... | (n) 32, 41, 50, 59, ... | (o) 15, 9, 3, -3, ... |
| (p) 2, 2.5, 3, 3.5, ... | (q) 8, 22, 36, 50, ... | (r) 1, 3, 9, 27, ... |

Question 2: Describe the rule for each sequence below and find the next term.

- | | | |
|--------------------------|-----------------------|------------------------|
| (a) 2, 3, 5, 8, ... | (b) 6, 8, 12, 18, ... | (c) 5, 15, 35, 65, ... |
| (d) 100, 99, 97, 94, ... | (e) 3, 4, 7, 12, ... | (f) 5, 6, 8, 12, ... |

Question 3: Each sequence below increases/decreases by the same amount each time. Find the missing terms.

- | | | |
|---|--|--|
| (a) 4, \square , 8, 10, ... | (b) 2, 5, \square , 11, ... | (c) 5, 9, \square , 17, ... |
| (d) 25, \square , 37, 43, ... | (e) 15, 24, \square , 42, ... | (f) 34, \square , 24, 19, ... |
| (g) 18, \square , 40, 51, ... | (h) 1, \square , \square , 19, ... | (i) 3, \square , \square , 27, ... |
| (j) 18, \square , \square , 39, ... | (k) 6, \square , \square , \square , 42, ... | |

Question 1: Here are the first four terms of a number sequence 9, 15, 21, 27, ...

- (a) Write down the next term of the number sequence.
 (b) Explain how you found your answer to (a)
 James says that the 20th term of the sequence is 122
 (c) Explain why James must be wrong.

Question 2: Here are the first four terms of a number sequence 5, 8, 11, 14, ...

- (a) Write down the next term of the number sequence.
 (b) Find the 10th term of the sequence.
 The 100th term of the number sequence is 302
 (c) Work out the 101st term of the number sequence.
 (d) Work out the 99th term of the number sequence.

Question 3: Here are the first four terms of a number sequence 9, 13, 17, 21, ...

Work out the difference between the 10th term and 15th term in the sequence.

Question 4: Here are the first five terms of a number sequence 18, 30, 42, 54, 66, ...

- (a) Write down the next term of the number sequence
 883 is **not** a term in this number sequence.
 (b) Explain why.

Science

Waves: Read the following text and then answer the questions below.

Waves transfer energy from one place to another without transferring matter. There are two main types of waves: *transverse* and *longitudinal*. In transverse waves, the oscillations are at **right angles** to the direction of energy transfer. Examples include water waves and electromagnetic waves. In longitudinal waves, the oscillations are **parallel** to the direction of energy transfer, such as in sound waves travelling through air.

All waves have similar properties, including wavelength, frequency and amplitude. The relationship between these properties is given by the

wave equation:

wave speed = frequency × wavelength.

This equation lets us calculate how quickly a wave travels.

A ripple tank is a piece of equipment used to study water waves. Ripples on the surface act as transverse waves, and by shining a light above the tank, we can project the wave pattern onto a screen below. This allows us to measure wavelength and observe how waves behave when they reflect, refract, or diffract.

Wave behaviour can reveal important information. For example, shallow water slows down waves, causing refraction. Similarly, barriers with gaps can produce diffraction, where waves spread out. These observations help scientists understand how waves interact with their environment and how wave speed depends on the medium they travel through.

Comprehension Questions:

1. What is the main difference between transverse and longitudinal waves?
2. Give one example of a transverse wave.
3. What does the wave equation allow us to calculate?
4. What does frequency measure?
5. What is the purpose of a ripple tank?
6. What happens to wave speed when waves enter shallow water?
7. What is diffraction?
8. Why do ripple tanks help scientists observe wave patterns clearly?

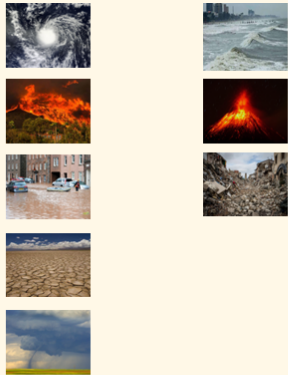
Challenge Questions:

1. Describe how you would measure the wavelength of water waves in a ripple tank.
2. Explain why sound cannot travel through a vacuum but light can.
3. A wave has a frequency of 5 Hz and a wavelength of 0.4 m. Calculate its speed and explain each step.

Natural Hazard - A **natural hazard** is an **extreme** event which happens because of **nature** and may cause **harm** to **humans**.

Types of hazard
Identify the type of hazard.

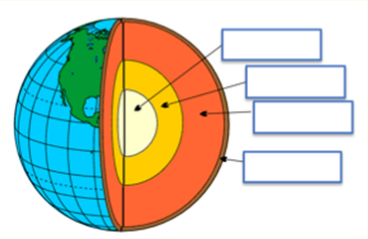
Weather Tectonic



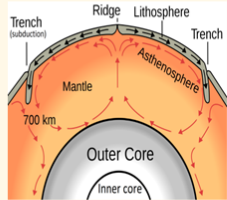
Factors Affecting Hazard Risk
Link the factor to the correct explanation.

Time of day	This is because if a country is more developed it can invest more money in buildings which can survive earthquakes. It can also carry out successful evacuations.
Length of time since the last natural hazard	An area with a high population density is at a greater risk than an area with a low population density because there are more people living closely together. Urbanised areas are more at risk than rural areas
Level of development	For example, if most people are at home inside buildings (e.g., at night time of the hazard, the death toll will be higher.
Population density	This is because if an area is recovering from a natural hazard, it will be less likely to cope with the problems (e.g., damaged infrastructure and the need for evacuation).

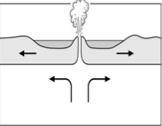
Structure of the Earth
Fill in the gaps.



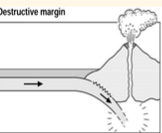
Mantle Convection – How do convection currents work? Convection currents, rises, falls, mantle, magma.



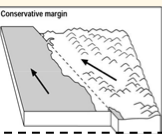
Fill in the gaps.



Constructive plate boundaries see the two plates move **A** from each other. Magma rises through the gap forming new land. Shield **V** are found here.



Destructive plate boundaries mean an **O** and **C** plates move towards each other. The **D** oceanic plate **S** into the subduction zone where it melts. The pressure in the mantle increases creating **V** and **E** hazards.



C plate boundaries are when two plates are moving side by side at different **S**. This can lead to **E** occurring as the plates may become stuck building pressure.

HIC EQ Case Study LIC EQ Case Study

Causes

Impacts

Responses

Prediction, Protection, Planning

Match up the key word to the correct definition.

Prediction	Designing and retrofitting buildings that will withstand earthquakes. Carrying out earthquake drills to ensure population stays alert.
Protection	Maps can be produced to show the effects of an earthquake. High-value land uses such as hospitals, reservoirs and schools can then be protected in these vulnerable areas.
Planning	Monitoring to detect warning signs and using historical evidence to forecast when an earthquake might next occur.

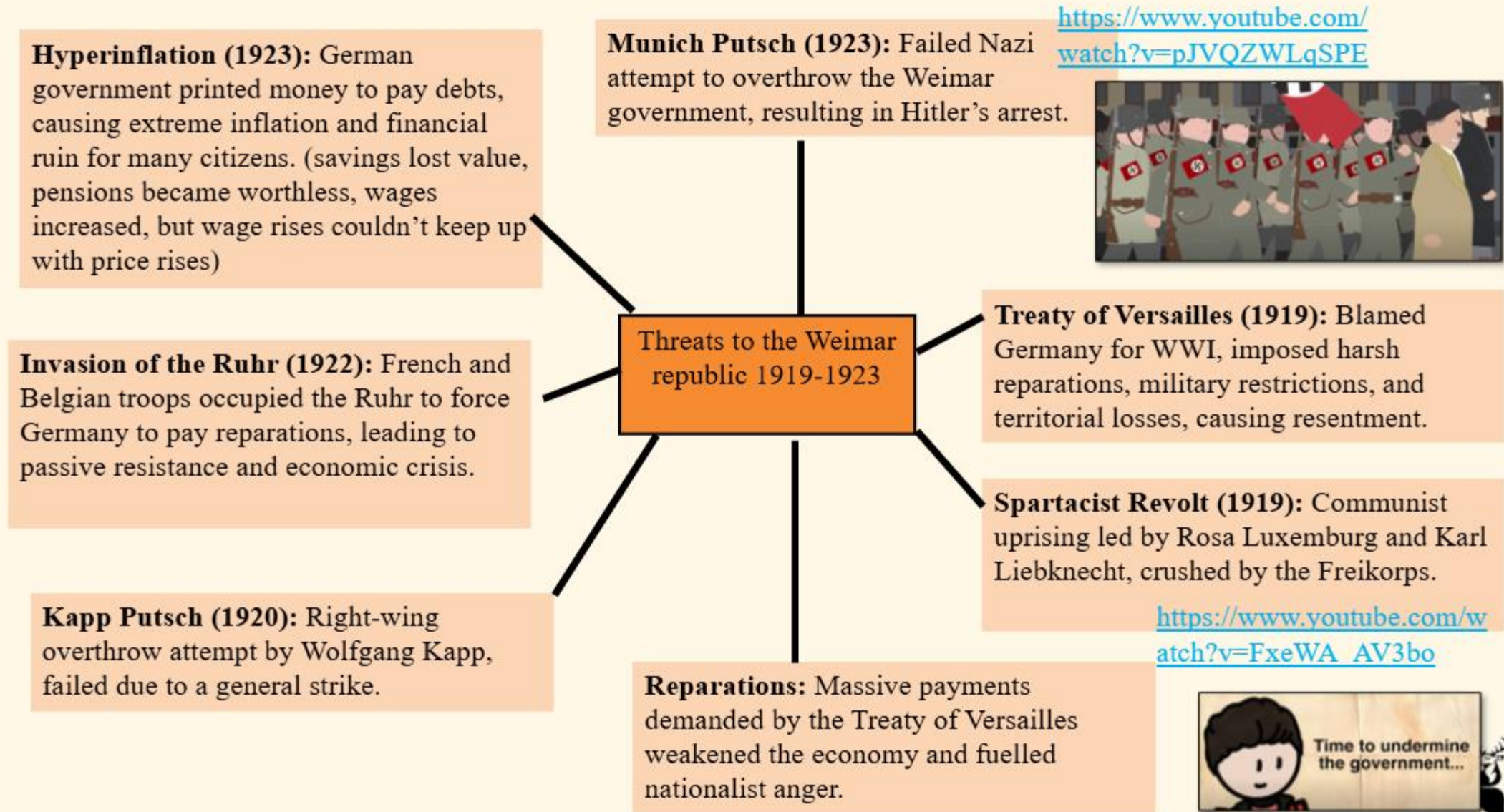
Highlight whether the strategy is prediction, protection, or planning.

Earthquake drills are held in schools to educate children about what to do during an earthquake. Pupils practice getting under their desks to protect themselves.	Scientists can monitor areas (where earthquakes are likely) using a range of equipment such as laser beams to detect plate movement or seismometers to pick up vibrations in the earth's crust.
Some buildings have shutters that close automatically when an earthquake starts to protect people from breaking glass.	Maps are created showing damage and intensity of shaking. These will be used to plan for future buildings and roads. Planning regulations should ensure the most dangerous areas are avoided.

Living in Tectonic Areas - People choose to live in volcanic areas despite the risks of an eruption. Volcanoes can provide people with many benefits. Volcanic rock and ash provide **fertile land** which results in a higher crop yield for farmers. **Tourists** are attracted to the volcano, which increases money to the local economy. Geothermal energy can be harnessed, which provides cheaper electricity for locals. Minerals are contained in lava, e.g., diamonds - these can be mined to make money



History



History

(b) Study Interpretations 1 and 2. They give different views about the standard of living of workers in Nazi Germany in 1933-39.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

Interpretation 1:

"Nazi policies brought real improvements to the standard of living for many German workers. Unemployment was drastically reduced through large-scale public works schemes and rearmament. Workers were provided with leisure opportunities through the 'Strength Through Joy' programme, which organised holidays, cultural trips, and affordable entertainment. The regime also promised future rewards like the Volkswagen, which gave ordinary workers a sense of inclusion and progress. For many, life appeared more stable and optimistic than it had under the Weimar Republic."

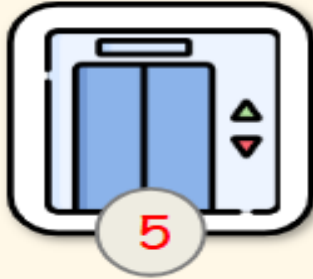
Interpretation 2:

"Although unemployment fell under the Nazis, this did not necessarily mean a better standard of living for all workers. Wages were tightly controlled, and the cost of living rose, meaning many workers were worse off in real terms. The supposed benefits of schemes like 'Strength Through Joy' were often inaccessible to ordinary families, and promises like the Volkswagen were never fulfilled. Additionally, workers had no right to strike or form unions, and criticism of working conditions was dangerous. The apparent improvements were carefully staged by propaganda and fear, rather than being a genuine uplift in living standards."



Spanish

1. Write down the correct number.



1. La ducha
2. El equipaje
3. La luz
4. La ventana
5. El ascensor

2. Read the text and say if the sentences are true or false.

El año pasado fui de vacaciones a Grecia. Mis amigos y yo alquilamos un apartamento en la costa. Tenía tres habitaciones, dos baños y una cocina muy grande. También tenía un jardín con una piscina, pero no tenía vistas al mar... ¡Qué pena! Me gustó el alojamiento porque era muy agradable y estaba cerca de la playa. Sin embargo, por la noche había mucho ruido y las habitaciones estaban un poco sucias. (Pedro)

1. ____ Pedro went on holiday last summer.
2. ____ He travelled with his family.
3. ____ He stayed in a hotel.
4. ____ The accommodation had three bedrooms and two bathrooms.
5. ____ But it didn't have a swimming pool.
6. ____ It also had sea views.
7. ____ It was near the beach.
8. ____ It was very noisy at night.
9. ____ The bedrooms were very clean.

