

# 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.





# 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)	<b>Interrogative sentence</b> – the fact that Birling questions Edna harshly highlights his expectation of Edna to serve the family. His use of this <b>blunt, commanding tone</b> reflects the commanding and dominant nature of the rich over the working class. The <b>prop of port</b> , a luxurious wine, reflects the upper class, luxurious nature of the rich. This would have been seen as <b>wasteful</b> 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	<b>Symbolism</b> – 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. <b>Dramatic irony</b> – 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	<b>Simile</b> – Mr Birling mock the idea of socialism, seeing it as a ridiculous and foolish concept. His use of <b>animalistic language</b> , comparing the working class to little more than subhuman insects, reveals his class prejudice and victimisation of the rich. <b>Noun "nonsense"</b> – 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	<b>Simple sentence</b> – 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	<b>Noun "duty"</b> 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	<b>Patriarchal language</b> – 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	<b>Noun "girls"</b> – 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. <b>Noun "people"</b> – 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	<b>Adjectives "furious" and "rude"</b> 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	<b>Childish language</b> – highlights Sheila's immaturity and sheltered nature at the start of the play
Mother		Act 3	<b>Adult language</b> – 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	<b>Symbolism</b> – 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	<b>Adjective "impressionable"</b> – 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	<b>Predatory language</b> – 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	<b>Aggressive language "nasty", "threatened"</b> – 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	<b>Adjectives "pretty" and "good sport"</b> – 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	<b>Hyperbole</b> – The Inspector's statement that there are 'millions' of Eva Smith and John Smiths, representing the working classes, exaggerates the suffering of the poor <b>Verb "intertwined"</b> – 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	<b>Body metaphor</b> – 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 <b>mouthpiece of Priestley</b> , the Inspector's message teaches the audience the importance of collective responsibility and socialism.
(excitedly) By jingo! A fake!	Mr Birling	Act 3	<b>Exclamatory sentence</b> – 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	<b>"that"</b> – 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	<b>Verb "blame"</b> – 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	<b>Verbs "dodging and pretending"</b> – 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	<b>Adjectival phrase "all right"/ Cyclical structure</b> – 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	<b>Physical movement</b> – 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	<b>Collective pronoun "we"</b> – 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.



# GOLDEN 6 POEMS- Top Quotations

Quotation	Methods + Analysis
<b>OZYMANDIAS</b> Sneer of cold command	<b>Harsh alliteration</b> emphasises the cruel and cold heart of Ozymandias as a leader
<b>OZYMANDIAS</b> King of Kings	<b>Repetition</b> shows that he is boasting and arrogant. He does not care about the poor but wants to show the other rulers of the world he is powerful and above all of them.
<b>OZYMANDIAS</b> Lone and level sands	<b>Imagery</b> shows the power of nature. That even when we feel we are strong - nature is more powerful than humans and the arrogance of man cannot stand up against nature.
<b>LONDON</b> Marks of weakness, marks of woe	<b>Repetition</b> - emphasises the idea that the city damages & stains its people. This is not how 'London' wants to present itself, shows the poverty and failings of the city.
<b>LONDON</b> Mind forged manacles	<b>Metaphor</b> - "Mind forged manacles" = the Londoners have been so oppressed that their minds feel chained, but Blake wants us to see that the chains are only in their minds and a change of attitude could break them. Hints at Industrial revolution and how Blake saw this as something negative.
<b>LONDON</b> Runs in blood down Palace walls	<b>Motif of blood</b> - criticism of the Monarchy for sending soldiers to war, symbol of 'blood on their hands' showing their guilt and responsibility. Also hint at French Revolution - Blake was a sympathizer to this and thought the poor might rise up in England and take over the Monarchy.
<b>LONDON</b> 'Blights with plague the Marriage hearse'	<b>Metaphor</b> - death & disease are so common in London that even happy events like weddings are overshadowed by death & disease. Blake sees the situation as so bleak and pessimistic that every area of the people's lives that should be good has turned bad, full of evil and been ruined leading to death
<b>REMAINS</b> On another occasion we got sent out	<b>plural pronouns at start "we"</b> contrast to <b>singular pronouns at end "I" "my"</b> show the isolation of the soldier and his individual guilt
<b>REMAINS</b> I see every round as it rips through his life	<b>The graphic, brutal images</b> serve to highlight the gory horror and brutality of war. The depiction of the way the looter's body is treated make it seem more like a piece of meat than human, highlighting the idea that soldiers are desensitised
<b>REMAINS</b> The drink and the drugs wont flush him out	<b>Verb 'flush'</b> - he is full of his guilt and tries to get rid of it and forget with these substances. Shows effect of PTSD and trauma and the long lasting effects of war
<b>REMAINS</b> His bloody life in my bloody hands	<b>Metaphor</b> - the soldier imagines his hands are still bloodstained; symbolises his sense of guilt about what he was driven to do in conflict. Shows his guilt, shame, remorse for his part in it.



# GOLDEN 6 POEMS- Top Quotations

Quotation	Methods + Analysis
<b>EXPOSURE</b> the merciless iced east winds that knive us	<b>Personification</b> of the weather as a crazy & brutal enemy attacking the soldiers - ' <b>knife us</b> ' highlights the relentless suffering of soldiers in the trenches & suggests that war has turned Nature itself into an enemy. The soldiers of lost all real sense of who and what they are fighting for.
<b>EXPOSURE</b> Sudden successive flights of bullets	<b>Alliteration</b> shows the speed and energy of the bullets. War seems futile as they cannot escape the horror and bullets coming their way. Shows how unrelenting the battle is and how certain they are to die.
<b>EXPOSURE</b> The love of God seems dying	<b>Religious Imagery</b> - soldiers are losing their faith in God because they think that He has forgotten them & doesn't care about their suffering. Shows the hopelessness and trauma they have suffered and how desperate they are.
<b>EXPOSURE</b> Our ghosts drag us home	Shows the effect of war and how the men are dehumanised. Ghosts suggests a loss of humanity and that they are no longer strong, capable soldiers.
<b>EMIGREE</b> 'sunlight'	<b>Extended Metaphor</b> - Images of positivity, life & hope - " <b>Sunlight</b> " The speaker is "branded" with the "impression of sunlight" & her city has left a positive mark upon her. The city shines out in her memories.
<b>EMIGREE</b> 'sick with tyrants'	<b>Contrast</b> with images of conflict & darkness - " <b>Sick with tyrants</b> " - however, the speaker keeps returning to "sunlight" as she refuses to let these dark memories cloud her view of her city.
<b>EMIGREE</b> 'time rolls its tanks'	<b>Metaphor</b> of " <b>Time rolls its tanks</b> " makes the passing of time seem like an enemy, because time passed, war began & the city was no longer the beautiful place it once was
<b>EMIGREE</b> My city takes me dancing	<b>Personification of the city</b> - suggests the speaker's joy and almost romantic relationship with her city, suggests freedom, movement, happiness, joy
<b>CHECKING OUT ME HISTORY</b> Dem tell me	<b>Repetition</b> - suggests conflict between 'them and us' - those in power and those not. By the final line Agard has placed himself in the position of power but at the start we see he was told his history, he is critical of what he was told. <b>Patois and phonetic spellings</b> are used as a statement of Caribbean culture and show a rejection of Standard English just as he rejects the history and his identity that was forced on him.
<b>CHECKING OUT ME HISTORY</b> 'healing star / yellow sunrise'	<b>Images of light and vision</b> - are used to describe the black heroes so they shine out against the idea of a 'blind' education system. He sees the true black history as a positive thin, that guides him,
<b>CHECKING OUT ME HISTORY</b> 'I carving out me own identity'	<b>Metaphor</b> - he's crafting/creating his cultural identity, carving suggests this has been difficult and taken time and effort. Personal pronoun shows how he has had to do this himself, no one will do it for him





# Maths

## Help and Hints.....

### TASK 1

Find the value of  $3^2$  means the same as find the value of 3 squared.

$$3 \text{ squared} = 3 \times 3 = 9 \quad 3^2 = 3 \times 3 = 9$$

Find the value of  $5^3$  means the same as find the value of 5 cubed.

$$5 \text{ cubed} = 5 \times 5 \times 5 = 125 \quad 5^3 = 5 \times 5 \times 5 = 125$$

### TASK 3

Prime numbers are special numbers, greater than 1, that have exactly two factors themselves and 1.

17 is a prime number. It can only be divided by 1 and 17.

9 is not a prime number. It can be divided by 3 as well as 1 and 9.

## Squares, Cubes, Roots, Primes

### TASK 2

Find the value of the square root of 49 means the same as find the value  $\sqrt{49}$

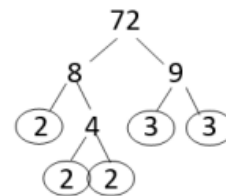
$$\begin{aligned} \text{square root of } 49 &= \sqrt{49} \\ &= \sqrt{7 \times 7} \\ &= 7 \end{aligned}$$

Find the value of the cube root of 125 means the same as find the value  $\sqrt[3]{125}$

$$\begin{aligned} \text{cube root of } 125 &= \sqrt[3]{125} \\ &= \sqrt[3]{5 \times 5 \times 5} \\ &= 5 \end{aligned}$$

### TASK 4

Express 72 as a product of prime factors



$$72 = 2 \times 2 \times 2 \times 3 \times 3$$

$$= 2^3 \times 3^2$$



# Maths

<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
Write down the value of	Write down the value of		Express as a product of prime factors
1. 2 squared	1. the square root of 16	1. List the prime numbers between 1 and 10	1. 24
2. 4 cubed	2. the cube root of 64	2. List the prime numbers between 12 and 20	2. 30
3. $10^2$	3. the square root of 1	3. List the prime numbers between 21 and 30	3. 56
4. $7^2$	4. $\sqrt{49}$	4. List the prime numbers between 30 and 40	4. 28
5. $1^3$	5. the square root of 36	5. What is the next prime number after 37?	5. 45
6. 2 cubed	6. $\sqrt[3]{27}$	6. What is the next prime number after 47?	6. 50
7. 4 squared	7. the square root of 81	7. What is the prime number before 47?	7. 64
8. 5 squared	8. the square root of 100	8. What is the next prime number after 61?	8. 84
9. $3^3$	9. $\sqrt{144}$	9. What is the prime number before 61?	9. 80
10. $6^2$	10. the square root of 9	10. What is the next prime number after 89?	10. 100
11. $6^3$	11. the square root of 64	11. What is the prime number before 89?	11. 96
12. $11^2$	12. $\sqrt[3]{1}$	12. What is the next prime number after 71?	12. 36
13. $3^2$	13. $\sqrt{25}$	13. What is the prime number before 71?	13. 144
14. 1 squared	14. $\sqrt[3]{8}$	14. What is the next prime number after 53?	14. 108
15. $9^2$	15. the square root of 4	15. What is the prime number before 53?	15. 32



# Spanish

## 1. Fill the gaps with the correct word from the box.

1. Todos los \_\_\_\_\_ leo las noticias en mi móvil.
2. Yo nunca recibo mensajes de mis \_\_\_\_\_.
3. \_\_\_\_\_ nunca compro ropa por Internet.
4. De \_\_\_\_\_ en cuando mis padres escuchan la radio.
5. Me gustan las redes sociales porque son fáciles de \_\_\_\_\_.
6. A menudo hago los deberes en mi \_\_\_\_\_.

- Amigos
- Vez
- Usar
- Ordenador
- Casi
- Días

## 2. Write down the correct form of the verb in the present tense.

1. Mi hermano nunca \_\_\_\_\_ (usar) su ordenador porque está roto.
2. Yo siempre \_\_\_\_\_ (leer) las noticias en mi móvil porque es más fácil.
3. Mis amigos \_\_\_\_\_ (sacar) fotos de los monumentos más bonitos.
4. Tú \_\_\_\_\_ (chatear) con tu abuela a menudo.
5. Paco y yo \_\_\_\_\_ (hacer) deporte los fines de semana.
6. Martina \_\_\_\_\_ (grabar) videos a menudo porque es influencer.
7. Todos los días mi primo \_\_\_\_\_ compra en línea porque es adicto.
8. Yo \_\_\_\_\_ (usar) las redes sociales de vez en cuando pero creo que son peligrosas.

**Extension: translate the sentences from activity 2 into English.**





# Science

**Risks and Benefits of EM Waves:** Read the following text and then answer the questions below.

Electromagnetic waves form a continuous spectrum, from radio waves with the longest wavelengths to gamma rays with the shortest. All EM waves transfer energy and travel at the same speed in a vacuum. Different parts of the spectrum have different uses in medicine, communication and industry.

Radio waves are useful for broadcasting signals over long distances, while microwaves are used for cooking and satellite communication. Infrared waves can heat food and are used in thermal imaging cameras. Visible light allows us to see and is used in photography and communication through optical fibres.

However, some EM waves can pose risks. Ultraviolet radiation can damage skin cells and increase the risk of cancer. X-rays and gamma rays are ionising, meaning they can remove electrons from atoms. This can damage DNA and cause mutations, which may lead to cancer. Despite this, X-rays and gamma rays also have important medical uses, such as imaging bones or treating tumours.

Balancing the benefits and risks of EM waves is important. Devices are designed to limit exposure, and safety measures—such as shielding or protective clothing—are used to reduce harm. Understanding the EM spectrum helps us use these waves safely and effectively.

## **Comprehension Questions:**

1. What do all electromagnetic waves have in common?
2. Give one use of radio waves.
3. Why are microwaves useful for satellite communication?
4. What is ionising radiation?
5. Which EM waves are ionising?
6. How can ultraviolet radiation harm the body?
7. Name one medical use of gamma rays.
8. What is one safety measure used to limit exposure to harmful EM waves?

## **Challenge Questions:**

1. Explain why X-rays can pass through soft tissue but not bone.
2. Why are gamma rays both dangerous and medically useful?
3. Compare the risks of UV radiation with the risks of X-rays.

# Geography

## Evidence for Climate Change

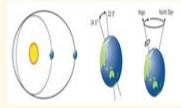
Evidence

Explanation

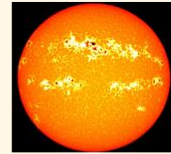


## Natural Causes of Climate Change

(Complete the sentence)



The Earth has natural warming and cooling periods caused by Milankovitch cycles or variations in the tilt and/or orbit of the Earth around the Sun (Wobble, roll and stretch theory). This alters climate because



There can be fluctuations in the amount of radiation from the sun. This alters climate because



During a volcanic eruption carbon dioxide is released into the atmosphere. This alters climate because

## Human Causes of Climate Change

(Complete the sentence)



Trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere. This alters climate because



Agricultural practices lead to the release of nitrogen oxides into the atmosphere. This alters climate because



Burning fossil fuels e.g., coal, gas and oil - these release carbon dioxide into the atmosphere. This alters climate because

## Impacts of Climate Change

(Break the impacts into social, economic, environmental)

Sea levels could rise, covering low lying areas, in particular east England

Sea level rise will affect 80 million people

Droughts and floods become more likely as extreme weather increases

Tropical storms will increase in magnitude (strength)

Increased demand for water in hotter summers puts pressure on water supplies

Species in affected areas (e.g., Arctic) may become extinct

Industry may be impacted, e.g., Scottish ski resorts may have to close due to lack of snow

Diseases such as malaria increase, an additional 280 million people may be affected

## Adapting to Climate Change

(Identify the adaptation strategy)

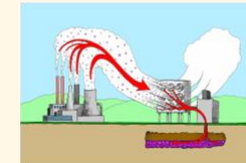
Adaptation – adjusting to the current or expected climate change impacts. An example would be building a sea wall to deal with rising sea levels.



## Mitigating Climate Change

(Identify the mitigation strategy)

Mitigation – reducing the causes of climate change. An example would be reducing the amount of carbon dioxide being emitted into the atmosphere as a result of burning fossil fuels.



# History

