

Yr 10 Maths Instructions

You have been given some key questions to answer; each task has some key information you have to read and apply to the questions which follow; you can answer the questions in this booklet.

Laws of Indices

Things to remember:

- The exam question will use the word "simplify"
- When multiplying, add the indices
- When dividing, subtract the indices
- With brackets, multiply the indices
- If the exam question has the words "work out the value of", or "evaluate" it means the answer is a number.
- Anything to the power zero is 1
- Anything to the power one is itself
- Anything to a negative power becomes a reciprocal

Questions:

1. (a) Write down the reciprocal of 5

.....
(1)

- (b) Evaluate 3^{-2}

.....
(1)

(Total for Question is 2 marks)

2. (a) Write down the value of $\sqrt{81}$

.....
(1)

- (b) Work out the value of $5^2 + 2^3$

.....
(2)

(Total for Question is 3 marks)

3. Write these numbers in order of size. Start with the smallest number.

5^{-1} 0.5 -5 5^0

.....
(Total for Question is 2 marks)

4. (a) Solve $3x^2 = 147$

.....
(2)

- (b) Work out the value of 2^{-3}

.....
(1)

- (c) Simplify $(3x^2)^3$

.....
(2)

(Total for question = 5 marks)

5. (a) Simplify $a^4 \times a^5$

.....
(1)

- (b) Simplify $\frac{45e^6f^8}{5ef^2}$

.....
(2)

- (c) Write down the value of $9^{\frac{1}{2}}$

.....
(1)

(Total for Question is 4 marks)

6. (a) Simplify $5^4 \times 5^6$

.....
(1)

- (b) Simplify $7^5 \div 7^2$

.....
(1)

(Total for Question is 2 marks)

7. Write down the value of

(i) 7^0

.....

(ii) 5^{-1}

.....

(iii) $9^{\frac{1}{2}}$

.....

(Total for Question is 3 marks)

8. (a) Work out 3^4

.....
(1)

- (b) Write down the cube root of 64

.....
(1)

(Total for Question is 2 marks)

nth term

Things to remember:

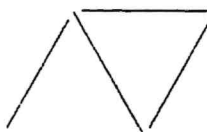
- The gap between the numbers is the number that goes in front of n e.g. $4n$
- Then add on the zero term.
- If you're asked to write down terms of a sequence – use $n=1$, $n=2$, $n=3$ etc.

Questions:

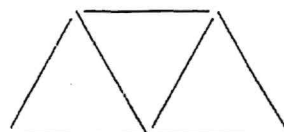
1. Here are some patterns made from sticks.



Pattern number 1



Pattern number 2



Pattern number 3

In the space below, draw Pattern number 4

(b) Complete the table.

Pattern number	1	2	3	4	5
Number of sticks	3	5	7		

(c) How many sticks make Pattern number 15?

.....
(1)
(Total for Question is 3 marks)

2. Here are the first four terms of a number sequence.

6 10 14 18

(a) Write down the next term in this sequence.

.....
(1)

(b) Find the 10th term in this sequence.

.....
(1)

(c) The number 101 is **not** a term in this sequence. Explain why.

.....
.....

.....
(1)
(Total for Question is 3 marks)

3. Here are the first four terms of a number sequence.

3 7 11 15

- (a) Write down the next term of this sequence.

.....
(1)

The 50th term of this number sequence is 199

- (b) Write down the 51st term of this sequence.

.....
(1)

The number 372 is **not** a term of this sequence.

- (c) Explain why.

.....
.....
(1)

(Total for Question is 3 marks)

4. Here are the first 5 terms of an arithmetic sequence.

6, 11, 16, 21, 26

Find an expression, in terms of n , for the n th term of the sequence.

.....
(Total 2 marks)

5. Here are the first five terms of a number sequence.

3 7 11 15 19

- (a) Work out the 8th term of the number sequence.

.....
(1)

- (b) Write down an expression, in terms of n , for the n th term of the number sequence.

.....
(2)
(Total 3 marks)

6. The first five terms of an arithmetic sequence are

2 9 16 23 30

Find, in terms of n , an expression for the n th term of this sequence.

.....
(Total 2 marks)

7. Here are the first four terms of a number sequence.
 2 7 12 17
 (a) Write down the **6th** term of this number sequence.

.....
 (1)

- The n th term of a different number sequence is $4n + 5$
 (b) Work out the first three terms of this number sequence.

.....

 (2)
 (Total 3 marks)

8. The n th term of a number sequence is given by $3n + 1$
 (a) Work out the first **two** terms of the number sequence.

.....
 (1)

Here are the first four terms of another number sequence.

1 5 9 13

- (b) Find, in terms of n , an expression for the n th term of this number sequence.

.....
 (2)
 (Total 3 marks)

Expanding and Factorising (Single Brackets)

Things to remember:

- Expand brackets means to multiply what is outside the bracket with everything inside the bracket.
- Factorising is the opposite of expanding – put the HCF outside the brackets to factorise fully.

Questions:

1. (a) Expand $5(m + 2)$

.....
(1)

(b) Factorise $y^2 + 3y$

.....
(1)

(c) Simplify $a^5 \times a^4$

.....
(1)

(Total for Question is 3 marks)

2. (a) Expand $2m(m + 3)$

.....
(1)

(b) Factorise fully $3xy^2 - 6xy$

.....
(2)

(Total for Question is 3 marks)

3. (a) Expand $3(x + 4)$

.....
(1)

(b) Expand $x(x^2 + 2)$

.....
(2)

(c) Factorise $x^2 - 6x$

.....
(1)

(Total for Question is 4 marks)

4. (a) Expand and simplify $5(x + 7) + 3(x - 2)$

.....
(2)

(b) Factorise completely $3a^2b + 6ab^2$

.....
(2)
(Total for Question is 4 marks)

5. (a) Expand $3(2y - 5)$

.....
(1)

(b) Factorise completely $8x^2 + 4xy$

.....
(2)
(Total for Question is 3 marks)

6. (a) Factorise $3x + 6$

.....
(1)

(b) Expand and simplify $5(y - 2) + 2(y - 3)$

.....
(2)
(Total for Question is 3 marks)

7. (a) Factorise $4x + 10y$

.....
(1)

(b) Factorise $x^2 + 7x$

.....
(1)
(Total for Question is 2 marks)

Solving Equations

Things to remember:

- “Solve” means to find the value of the variable (what number the letter represents).
- The inverse of + is – and the inverse of \times is \div
- Work one step at a time, keeping you = signs in line on each new row of working.

Questions:

1. Solve $4x + 3 = 19$

$x = \dots\dots\dots$
(Total 2 marks)

2. (a) Solve $6x - 7 = 38$

$x = \dots\dots\dots$
(2)

(b) Solve $4(5y - 2) = 40$

$y = \dots\dots\dots$
(3)
(Total 5 marks)

3. Solve $5(2y + 3) = 20$

$y = \dots\dots\dots$
(Total 3 marks)

4. (a) Solve $7x + 18 = 74$

$x = \dots\dots\dots$
(2)

(b) Solve $4(2y - 5) = 32$

$y = \dots\dots\dots$
(2)

(c) Solve $5p + 7 = 3(4 - p)$

$p = \dots\dots\dots$
(3)
(Total 7 marks)

5. (a) Solve $7p + 2 = 5p + 8$

$p = \dots\dots\dots$
(2)

(b) Solve $7r + 2 = 5(r - 4)$

$r = \dots\dots\dots$
(2)
(Total 4 marks)

6. Solve
 $4y + 1 = 2y + 8$

$y = \dots\dots\dots$
(Total 2 marks)

7. Solve $4y + 3 = 2y + 8$

$y = \dots\dots\dots$
(Total 2 marks)

Inequalities

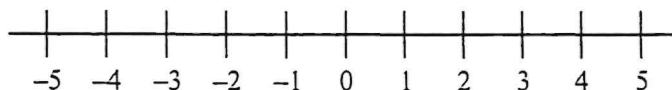
Things to remember:

- $<$ means less than
- $>$ means greater than
- \leq means less than or equal to
- \geq means greater than or equal to
- An integer is a whole number
- On a number line, use a full circle to show a value can be equal, and an empty circle to show it cannot.

Questions:

1. (i) Solve the inequality
 $5x - 7 < 2x - 1$

- (ii) On the number line, represent the solution set to part (i).



(Total 3 marks)

2. (a) List all the possible integer values of n such that
 $-2 \leq n < 3$

(2)

- (b) Solve the inequality
 $4p - 8 < 7 - p$

(2)

(Total 4 marks)

3. (a) $-3 \leq n < 2$
 n is an integer.
Write down all the possible values of n .

(2)

- (b) Solve the inequality
 $5x < 2x - 6$

(2)

(Total 4 marks)

4. (a) Solve the inequality
 $3t + 1 < t + 12$

.....
(2)

- (b) t is a whole number.
Write down the largest value of t that satisfies
 $3t + 1 < t + 12$

.....
(1)
(Total 3 marks)

5. Solve $4 < x - 2 \leq 7$

.....
(Total 3 marks)

6. Solve $5x + 3 > 19$

.....
(Total 2 marks)

Substitution

Things to remember:

- There is always 1 mark just for writing down the numbers you have had to put into the expression.
- Your answer must be a number – don't forget to finish the sum
- The question will always use the words "Work out the value of"

Questions:

1. (a) Work out the value of $3x - 4y$ when $x = 3$ and $y = 2$

.....
(2)

- (b) Work out the value of $\frac{p(q-3)}{4}$ when $p = 2$ and $q = -7$

.....
(3)
(Total 5 marks)

2. Find the value of $t^2 - 4t$ when $t = -3$

.....
(Total 2 marks)

3. $P = x^2 - 7x$
Work out the value of P when $x = -5$

$P =$
(Total 2 marks)

4. T , x and y are connected by the formula
 $T = 5x + 2y$
 $x = -3$ and $y = 4$
 (a) Work out the value of T .

$$T = \dots\dots\dots (2)$$

- $T = 16$ and $x = 7$
 (b) Work out the value of y .

$$y = \dots\dots\dots (3)$$

(Total 5 marks)

5. $P = 4k - 10$
 $P = 50$
 (a) Work out the value of k .

$$\dots\dots\dots (2)$$

- $y = 4n - 3d$
 $n = 2$
 $d = 5$
 (b) Work out the value of y .

$$\dots\dots\dots (2)$$

(Total 4 marks)

6. $h = 5t^2 + 2$
(i) Work out the value of h when $t = -2$

- (ii) Work out a value of t when $h = 47$

.....

.....
(Total 3 marks)

Angle Rules

Things to remember:

- Angles in a triangle sum to 180°
- Angles on a straight line sum to 180°
- Angles around a point sum to 360°
- Vertically opposite angles are equal
- Alternate angles are equal
- Corresponding angles are equal
- Supplementary angles sum to 180°

Questions:

- *1. ABC is parallel to $EFGH$.
 $GB = GF$
Angle $ABF = 65^\circ$

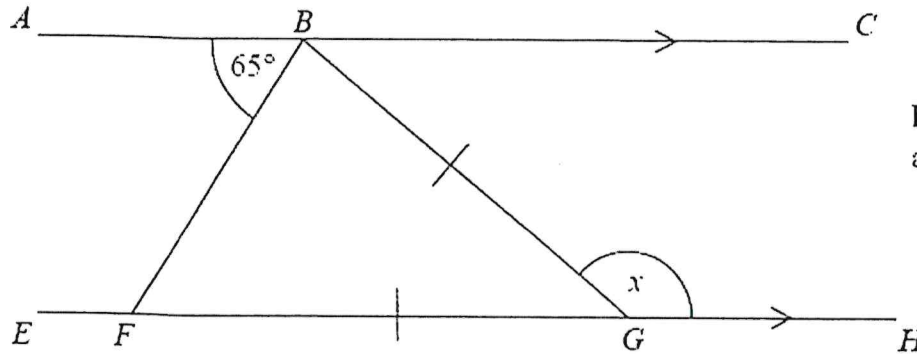


Diagram NOT
accurately drawn

Work out the size of the angle marked x .
Give reasons for your answer.

(Total for Question is 4 marks)

Yr 10 English Instructions

You have been given some key questions to answer about “Blood Brothers”; if you are struggling, please refer to the model answers provided.

Tips and Assessment Objectives

You must be able to: understand how to approach the exam question and meet the requirements of the mark scheme.

Quick tips

- You will get a choice of two questions. Do the one that best matches your knowledge, the quotations you have learned and the things you have revised.
- Make sure you know what the question is asking you. Underline key words and pay attention to the bullet point prompts that come with the question.
- You should spend about 45 minutes in total on your *Blood Brothers* response. Allow yourself 5 minutes to plan your answer so there is some structure to your essay, leaving 40 minutes to write the essay.
- All your paragraphs should contain a clear idea, a relevant reference to the play (ideally a quotation) and analysis of how Russell conveys this idea. Whenever possible, you should link your comments to the play's context.
- It can sometimes help, after each paragraph, to quickly re-read the question to keep yourself focused on the exam task.
- Keep your writing concise. If you waste time 'waffling' you won't be able to include the full range of analysis and understanding that the mark scheme requires.
- It is a good idea to remember what the mark scheme is asking of you.

AO1: Understand and respond to the play (12 marks)

This is all about coming up with a range of points that match the question, supporting your ideas with references from the play and writing your essay in a mature, academic style.

Lower	Middle	Upper
The essay has some good ideas that are mostly relevant. Some quotations and references are used to support the ideas.	A clear essay that always focuses on the exam question. Quotations and references support ideas effectively. The response refers to different points in the play.	A convincing, well-structured essay that answers the question fully. Quotations and references are well-chosen and integrated into sentences. The response covers the whole play (not everything, but ideas from throughout the play rather than just focusing on one or two sections).

AO2: Analyse effects of Russell's language, form and structure (12 marks)

You need to comment on how specific words, language techniques, sentence structures, stage directions and the narrative structure help Russell to get his ideas across to the audience. This could be something about a character or a larger idea that he explores through the play. To achieve this, you will need to have learned appropriate quotations to analyse.

Lower	Middle	Upper
Identification of some different methods used by Russell to convey meaning. Some subject terminology.	Explanation of Russell's different methods. Clear understanding of the effects of these methods. Accurate use of subject terminology.	Analysis of the full range of Russell's methods. Thorough exploration of the effects of these methods. Accurate range of subject terminology.

AO3: Understand the relationship between the play and its contexts (6 marks)

For this part of the mark scheme, you need to show your understanding of how Russell's ideas relate to the time when he was writing and the genres he wrote in.

Lower	Middle	Upper
Some awareness of how ideas in the play link to its context.	References to relevant aspects of context show a clear understanding.	Exploration is linked to specific aspects of the play's contexts to show a detailed understanding.

AO4: Written accuracy (4 marks)

You need to use accurate vocabulary, expression, punctuation and spelling. Although it's only four marks, this could make the difference between a lower or a higher grade.

Lower	Middle	Upper
Reasonable level of accuracy. Errors do not get in the way of the essay making sense.	Good level of accuracy. Vocabulary and sentence structure help to keep ideas clear.	Consistent high level of accuracy. Vocabulary and sentence structure are used to make ideas clear and precise.

Practice Questions

1. How does Russell use the narrator in *Blood Brothers*?
Write about:
 - what the narrator does and says
 - the purpose and significance of the narrator.
2. How does Russell write about fate in *Blood Brothers*?
Write about:
 - what ideas about fate are explored in the play
 - how Russell presents these ideas by the ways he writes.
3. How does Russell use the characters of Edward and Mickey to write about social class in *Blood Brothers*?
Write about:
 - how Russell presents Edward and Mickey
 - how he uses Edward and Mickey to write about class.
4. Does Mrs Johnstone create her own tragedy in *Blood Brothers* or is she just a victim?
Write about:
 - what Mrs Johnstone does and what happens to her
 - how Russell writes about what she does and what happens to her.
5. How does Russell present the character of Linda and her relationship with the twins in *Blood Brothers*?
Write about:
 - the character of Linda and her relationship with Mickey and Edward
 - how Russell presents Linda and her relationship with Mickey and Edward.
6. 'In the end, neither Mrs Johnstone nor Mrs Lyons proves to be a good mother.' Explore how far you agree with this statement.
Write about:
 - how Russell presents Mrs Johnstone and Mrs Lyons as mothers.
 - in what ways they could be considered 'good' or 'bad' mothers.
7. Explain how Russell presents the theme of violence in *Blood Brothers*.
Write about:
 - what examples of violence are explored in *Blood Brothers*
 - how Russell presents the theme of violence by the ways he writes.
8. How does Russell use the character of Mickey to explore ideas about the working class in *Blood Brothers*?
Write about:
 - how Russell presents the character of Mickey
 - how Russell uses the character of Mickey to present ideas about the working class in the play.
9. How does Russell write about superstition in *Blood Brothers*?
Write about:
 - what superstitions are presented in *Blood Brothers*
 - how Russell writes about these superstitions.
10. How does Russell use the Lyons family to present ideas about social class and privilege in *Blood Brothers*?
Write about:
 - how Russell writes about the Lyons family
 - how he uses the family to explore social class and privilege.

11. How does Russell present ideas about female roles in society in *Blood Brothers*?
Write about:
 - examples of women's roles in *Blood Brothers*
 - how Russell presents ideas about women's roles by the ways he writes.
12. Explain how Russell uses songs to explore ideas and feelings in *Blood Brothers*.
Write about:
 - the songs in *Blood Brothers*
 - how Russell uses them to explore ideas and feelings.
13. How does Russell explore ideas about mental health in *Blood Brothers*?
Write about:
 - what ideas about mental health are explored in *Blood Brothers*
 - how Russell explores mental health issues in the play.
14. How does Russell present the character of Mrs Lyons and how she changes in *Blood Brothers*?
Write about:
 - the character of Mrs Lyons and the ways in which she changes during the play
 - how Russell presents her changing character by the ways he writes.
15. 'In *Blood Brothers* Russell presents a world where individuals are trapped in the class they were born to.' How far do you agree with this statement?
Write about:
 - ideas about class in *Blood Brothers*
 - how Russell presents these ideas by the ways he writes.
16. How does Russell explore ideas about choice in *Blood Brothers*?
Write about:
 - ideas about choice explored in *Blood Brothers*
 - how Russell presents these ideas by the ways he writes.
17. How does Russell explore ideas about nature and nurture in *Blood Brothers*?
Write about:
 - what ideas about nature and nurture are presented in *Blood Brothers*
 - how Russell presents these ideas by the ways he writes.
18. '*Blood Brothers* is about the individual being crushed by society.' To what extent do you agree with this statement?
Write about:
 - ideas about the individual and society in *Blood Brothers*
 - how Russell presents these ideas by the ways he writes.

The Exam Planning a Character Question Response

You must be able to: understand what an exam question is asking you and prepare your response.

How might an exam question on character be phrased?

A typical character question will read like this:

How does Russell present the character of Mrs Lyons and how she changes in *Blood Brothers*?

Write about:

- the character of Mrs Lyons and the ways in which she changes during the play
 - how Russell presents her changing character by the ways he writes.
- [30 marks + 4 AO4 marks]

How do I work out what to do?

The focus of this question is clear: the character of Mrs Lyons and how she changes. 'How' is an important element of this question.

For AO1, 'how' shows that you need to display a clear understanding of what Mrs Lyons is like and how she acts, focusing on how she changes during the course of the play.

For AO2, 'how' makes it clear that you need to analyse the different ways in which Russell's use of language, structure and form show the audience what Mrs Lyons is like at different points in the play. Ideally, you should include quotations you have learned but, if necessary, you can make a clear reference to a specific part of the play.

You also need to remember to link your comments to the play's context to achieve your AO3 marks and write accurately to pick up your four AO4 marks for spelling, punctuation and grammar.

How can I plan my essay?

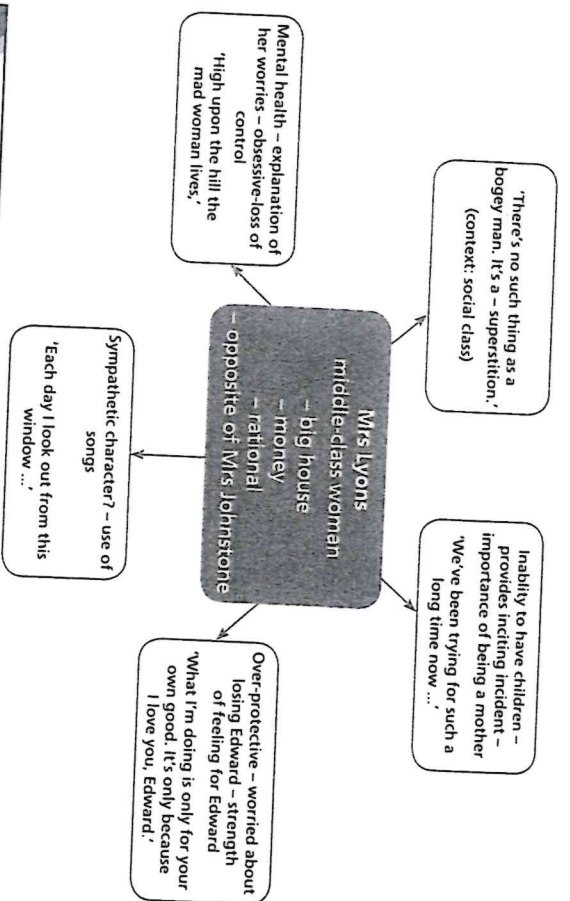
You have approximately 45 minutes to plan and write your essay.

This isn't long but you should spend the first 5 minutes writing a quick plan. This will help you to focus your thoughts and produce a well-structured essay.

Try to come up with five or six ideas. Each of these ideas can then be written up as a paragraph.

You can plan in whatever way you find most useful. Some students like to just make a quick list of points and then re-number them into a logical order. Spider diagrams are particularly popular: look at the example on the page opposite.

The Exam



Summary

- Make sure you know what the focus of the essay is.
- Remember to analyse how Russell conveys his ideas.
- Relate your ideas to the play's social and historical context.

Questions

QUICK TEST

- What key skills do you need to show in your answer?
- What are the benefits of quickly planning your essay?
- Why is it better to have learned quotations for the exam?

EXAM PRACTICE

Plan a response to the follow exam question:

How does Russell use the character of Mickey to explore ideas about the working class in *Blood Brothers*?

Write about:

- how Russell presents the character of Mickey
 - how Russell uses the character of Mickey to present ideas about the working class in the play.
- [30 marks + 4 AO4 marks]

Grade 5 Annotated Response

How does Russell present the character of Mrs Lyons and how she changes in *Blood Brothers*?

Write about:

- the character of Mrs Lyons and the ways in which she changes during the play
- how Russell presents her changing character by the ways he writes.

[30 marks + 4 AO4 marks]

At the beginning of the play Mrs Lyons is introduced as a middle-class woman who employs Mrs Johnstone as a cleaner. Her house is described as 'opulent', showing she has a lot of money. She also has a husband and no children, so she is the opposite of Mrs Johnstone. (1) Another way in which they are opposites is that Mrs Lyons is not superstitious. She tells Edward that 'There's no such thing as a bogey man.' (2)

The plot starts because she cannot have children and desperately wants them: 'We've been trying for such a long time now.' So when Mrs Johnstone tells her she is having twins and is worried about not coping, Mrs Lyons offers to take one. (3) Mrs Lyons is typical of a woman of her class at the time, who probably would not have a job and whose main role is that of a wife and mother, so she sees having a child as the point of her life. (4)

When she gets the child she begins to change. Seeing Mrs Johnstone cooing over him makes her worried so she sacks her and offers her money to stay away and then makes her swear on the Bible. (5) This shows she is quite cold and determined to get own way. She thinks money is the answer to everything. On the other hand, she does seem to love Edward. She is over-protective and gets angry, hitting him. (6) She calls Mickey 'filth' and 'horrible', the insulting words showing she is a snob. But she calls Edward 'my beautiful, beautiful son'. The repetition of the adjective shows the strength of her love and the phrase 'my son' shows she is possessive and really wants him to be hers. (7)

When she hits Edward it could be the start of her losing control and having health problems.

(8) Mr Lyons thinks she is ill, perhaps because of post-natal depression. She says she is not but goes along with it because she cannot tell him why she is 'frightened'. Edward refers a few times to her being 'ill', so the stress might have made her mentally ill. (9) She finally loses control completely and attacks Mrs Lyons with a knife. She curses her and calls her a witch. This shows a big change because in Act 1 she did not believe in superstitions and now she does. Mrs Lyons calls her 'mad' and the kids sing about 'the mad woman' who lives 'high on the hill'. This language is negative and lacks sympathy. (10)

Mrs Lyons' character has changed dramatically because of the bargain she made with Mrs Johnstone. She started out sensible and not very emotional and ends up 'mad'. (11) The audience

often finds her very unsympathetic but her actions all come from her desire to have a child and her love for the child. It is interesting that Russell changed the ending from his original play where Mrs Johnstone kills the twins. He did not want the audience to hate her too much but to understand her and sympathise with her. (12).

- A clear statement, focused on the question, supported by a short embedded quotation. AO1
- Another relevant point clearly made, supported by a quotation. AO1
- Clear understanding of the play's structure and its effect. Accurate use of terminology 'plot'. AO2
- Reference to a relevant aspect of social/historical context. AO3
- Paragraph begins with clear focus on the question. Examples from text given but it reads too much like 'story telling'. AO1
- Relevant points made, but underdeveloped and rather muddled. AO1
- Relevant quotations used effectively. Language analysed using appropriate subject terminology 'repetition', 'adjective', 'phrase'. AO1/AO2
- Introduction of idea about mental illness and loss of control, effectively linked to previous paragraph. AO1/AO4
- Development of ideas about mental illness, using relevant embedded quotations. AO1
- Focus on question 'change' and reference back to first paragraph. Attempt to comment on language, not completely successful but showing understanding of effects. AO1/AO2
- A clear point, focused on the question. AO1
- Relevant exploration of character's motive and the effect of Russell's methods, related to context. AO1/AO2/AO3

Questions

EXAM PRACTICE

Choose a paragraph of this essay. Read it through a few times, then try to rewrite and improve it. You might:

- improve the sophistication of the language or the clarity of expression
- replace a reference with a quotation or use a better quotation, ensuring quotations are embedded in the sentence
- provide more detail, or a wider range of, analysis
- use more subject terminology
- link some context to the analysis more effectively.

The Exam

Planning a Theme Question Response

You must be able to: understand what an exam question is asking you and prepare your response.

How might an exam question on a theme be phrased?

A typical theme question will read like this:

Explain how Russell presents the theme of violence in *Blood Brothers*.

Write about:

- what examples of violence are explored in *Blood Brothers*
 - how Russell presents the theme of violence by the ways he writes.
- [30 marks + 4 AO4 marks]

How do I work out what to do?

The focus of this question is clear: ideas about violence and death 'What' and 'how' are important elements of this question.

For AO1, 'what' shows that you need to display a clear understanding of the different examples of violence and attitudes towards them presented in the play.

For AO2, 'how' makes it clear that you need to analyse the different ways in which Russell's use of language, structure and form present these ideas. Ideally, you should include quotations you have learned but, if necessary, you can make a clear reference to a specific part of the play.

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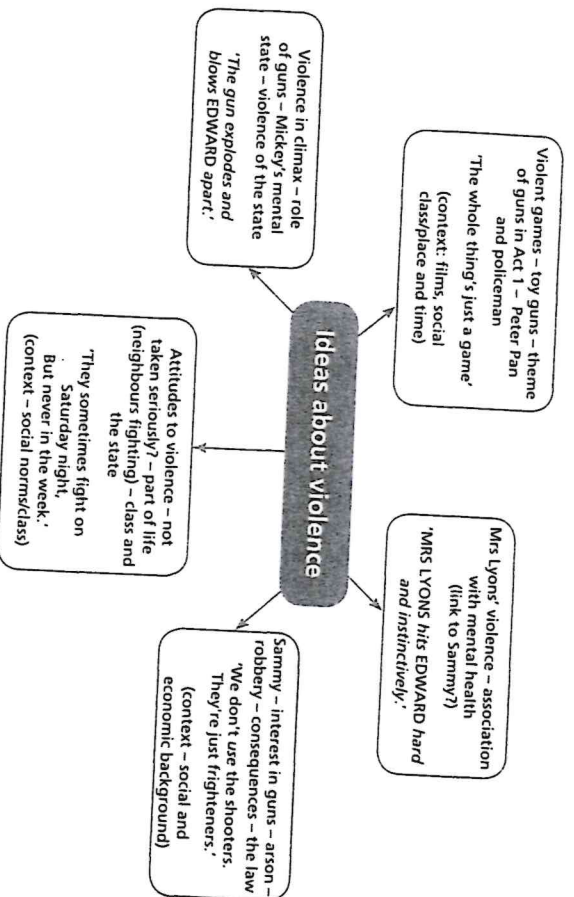
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Summary

- Make sure you know what the focus of the essay is.
- Remember to analyse how ideas are conveyed by Russell.
- Try to relate your ideas to the play's social and historical context.

Questions

QUICK TEST

1. What key skills do you need to show in your answer?
2. What are the benefits of quickly planning your essay?
3. Why is it better to have learned quotations for the exam?

EXAM PRACTICE

Plan a response to the following exam question:

'*Blood Brothers* is about the individual being crushed by society.' To what extent do you agree with this statement?

Write about:

- ideas about the individual and society in *Blood Brothers*
 - how Russell presents these ideas by the ways he writes.
- [30 marks + 4 AO4 marks]

Planning a Theme Question Response

Grade 5 Annotated Response

Explain how Russell presents the theme of violence in *Blood Brothers*.

Write about:

- what examples of violence are explored in *Blood Brothers*
 - how Russell presents the theme of violence by the ways he writes.
- [40 marks + 4 A04 marks]

From the start the audience knows that violence will be important because they see the 're-enactment of the shooting at the end. (1) They might remember this when the children are playing games based on films, all involving pretend violence. They sing 'The whole thing's just a game' but they live in a violent world and it will not always be 'just a game'. (2) When the children shoot at the statue they use Sammy's air pistol, which is more serious, and they get caught by a policeman. This shows that violence can have consequences. (3)

There is another kind of violence when Mrs Lyons hits Edward 'hard and instinctively'. She is annoyed about him playing with Mickey and worried about her secret coming out. She then cuddles him to show how much she loves him. (4) In the second act she gets more violent and attacks Mrs Johnstone. This is because the stress is making her mentally ill and the audience is shocked because she has changed so much. (5)

The most violent character in the play is Sammy. There is a hint that maybe he also has some mental illness when we are told about the plate in his head. He goes from toy guns to air pistols when he is a child. (6) He gets Mickey to help him in an armed robbery. He tells Mickey the guns are 'only frighteners', the noun suggesting there is no danger, but after he shoots someone the consequences are terrible for the victim and for Mickey, who goes to prison and becomes depressed. (7)

Mickey uses Sammy's gun to kill Edward. He finds it where Sammy has hidden it, the same thing as happened in Act 1 with the air pistol. (8) The climax of the play is very violent. Mickey's violence comes from his anger about Edward and Linda but also his mental state, the result of unemployment and prison, making him a victim of the economic circumstances of the time. (9) It is as if violence is the only way he can fight back but it does not look like he wants to kill Edward as the stage direction just says he 'waves' the gun and it 'explodes'. The police response is more violent with four guns going off, suggesting the state authorities are violent and more to blame than Mickey. (10)

The attitudes to violence shown are confusing. When the children play violent games it just looks like part of growing up. Mrs Johnstone treats Sammy's arson as a joke and talks about the neighbours fighting 'on Saturday night' as part of normal life. However, we are shown the tragic consequences of violence. Overall, I think violence is important in *Blood Brothers* because it is used to express how characters are feeling and to build up to the tragic deaths at the end. (11)

1. The opening sentence focuses on the question in a clear if simple way, showing awareness of the play's structure. AO1/AO2
2. Focus on a particular part of the play, with clear focus on the question, supported by appropriate quotation and showing some awareness of context. AO1/AO3
3. A new point, supported by reference to the text, not developed. AO1
4. Moves on to a different aspect of violence, supported by quotation, but does not do much more than 'tell the story'. AO1
5. Clear explanation with an awareness of the audience and of the play's structure. AO1/AO2
6. A reasonable attempt to connect ideas through the idea of mental health but does not develop into analysis. Expression is clear and accurate but fairly simple. AO1/AO4
7. Too much like 'story telling' but uses an appropriate embedded quotation and considers the effect of the language. AO1
8. Refers back to Act 1 showing clear understanding of Russell's dramatic methods. AO2
9. This comes closer to analysis as the candidate considers motivation, mentions structure using correct terminology and shows awareness of context. AO1/AO2/AO3
10. Clear explanation, supported by relevant quotation and with some understanding of the significance of the stage directions. AO1/AO2
11. Struggles to reach a conclusion but shows some understanding of how violence is portrayed and the attitudes shown towards it, referring to social context. 'Ambiguous' response. AO1/AO3

Questions

EXAM PRACTICE

- Choose a paragraph of this essay. Read it through a few times, then try to rewrite and improve it. You might:
- improve the sophistication of the language and the clarity of expression
 - replace a reference with a quotation or use a better quotation, ensuring quotations are embedded in the sentence
 - provide more detailed, or a wider range of, analysis
 - use more subject terminology
 - link some context to the analysis, more effectively.

Glossary

- Alienation effect** – a dramatic effect, associated with Bertolt Brecht, used to create a sense of critical detachment in the audience.
- Ambiguous** (*noun* – ambiguity) – having more than one meaning.
- Anachronism** (*adj.* anachronistic) – something that belongs in a different time.
- Anaphora** – the repetition of a word or phrase, usually at the beginning of a line or sentence.
- Antagonist** – the person in a story who opposes the protagonist.
- Archaic** – old-fashioned, outdated.
- Articulate** – fluent and clear in speech.
- Assonance** – repetition of a vowel sound within words.
- Aural** (*adv.* Aurally) – related to hearing.
- Authoritarian** – believing in strict obedience to authority.
- Ballad** – a poem or song telling a popular story.
- Brechtian** – theatre style associated with the German playwright Bertolt Brecht (1898–1956).
- Caesura** – a pause on a line of verse, usually denoted by a punctuation mark.
- Chorus** – in musical theatre a group of people who sing and dance together; in Greek drama a group of actors commenting on the action.
- Chronological** – ordered according to time.
- Cliché** (*adj.* clichéd) – an over-used phrase or opinion.
- Climax** – the high point of a story, usually near the end.
- Colloquial** – conversational or chatty.
- Council house** – a house owned by a local authority and rented to the occupants (a kind of social housing).
- Connotation** – an implied meaning or something suggested by association.
- Demeanour** – outward behaviour.
- Dialect** – words or phrases particular to a region.
- Dialogue** – speech between two or more people; conversation.
- Diction** – choice of vocabulary in conversation.
- Dole** – a slang term for state benefits given to unemployed people.
- Dramatic irony** – a situation where the audience knows something that a character or characters do not know.
- Ellipsis** (...) – punctuation usually indicating something has been left out, also used in dialogue to indicate a pause.
- Emotive** – creating or describing strong emotions.
- Endearment** – an expression of affection used when addressing someone.
- Empathy** – the ability to identify with the experiences of someone else.
- Euphemism** (*adj.* euphemistic; *adv.* euphemistically) – the use of mild or vague expressions instead of harsh or blunt ones, e.g. saying 'passed away' instead of 'died'.
- Expletive** – swear word or exclamation.
- Explicit** – open, obvious (opposite of implicit).
- Exposition** – the opening part of a novel or play where setting and characters are introduced.
- Foreshadow** – to anticipate or indicate a future event.
- Fourth wall** – in theatre, the idea that between the action and the audience there is an invisible wall.
- Gullible** – easily taken in or fooled.

Image/imagery – words used to create a picture in the imagination.

Imperative – an order or command.

Imply – to suggest something that is not expressly stated.

Inciting incident – an event that starts off a story.

Infer (*noun* inference) – to deduce something that is not openly stated.

Irony (*adj.* ironic) – when words are used to imply an opposite meaning.

Lyrics – the words of a song.

Melodrama (*adj.* melodramatic) – a form of sensational drama popular in the 19th century, featuring extreme emotions and action.

Mercenary (*adjective*) – primarily concerned with money.

Metaphor – an image created by writing about something as if it were another thing (for example, 'You are my sunshine.').

Modal verb – a verb that shows the mood or state of another verb, for example 'could' or 'might'.

Motif – an idea or image that is repeated at intervals in a text.

Musical (*noun*) – a type of play which includes singing and dancing as well as dialogue.

Myth (*adj.* mythical) – a traditional story, usually involving the supernatural and expressing popular ideas.

Naturalistic (*noun* naturalism) – like real life.

Nostalgic (*noun* nostalgia) – longing for the past.

Nurture – bring up, care for.

Paranoia – an abnormal tendency to suspect and mistrust others.

Paraphrase – put into different words.

Personification (*verb* personify) – writing about an idea or object as if it were human.

Protagonist – the main character.

Received pronunciation (RP) – the standard pronunciation of English in Britain, associated with educated or upper-class people (also known as 'the Queen's English' and 'BBC English').

Refrain – a line or group of lines repeated at regular intervals in a song or poem, usually at the end of a stanza or verse.

Repossession – the taking back of something that has not been paid for.

Rhythm – the pattern of sounds, or beats, at regular intervals in verse or song.

Rhetorical question – a question that the speaker does not expect to be answered.

Scene – a division of a play, usually within an act; a new scene begins when the time or place changes.

Scepticism (*adj.* sceptical) – an inclination to doubt or not believe.

Secondary modern school – a secondary school for less academic students.

Sentimental (*noun* sentiment) – showing or affected by emotion.

Simile – an image created by the comparison of one thing to another, using the words 'like' or 'as'.

Slang – informal language, often local and changing quickly.

Standard English – the variety of English generally accepted as the correct form for writing and formal speech.

Symbol (*adj.* symbolic; *verb* symbolise) – an object used to represent an idea.

Tableau – a still picture made up of people on stage.

Turning point – a point in a story when things change significantly.

Welfare (*the*) – a loose term covering state benefits and the people who manage them.

