

NAME: \_\_\_\_\_

YEAR 13 \_\_\_\_\_

**LABASA SANGAM (SKM) COLLEGE  
YEAR 13 ENGLISH  
WEEK 5 WORKSHEET**

**Exercise 2**

Sum up in one sentence the author's feelings about the value of his education, according to the passage.

**School and life**

In my experience the problem of what to do in life was not made any easier by those who were entrusted with my education. Looking back, it seems most odd that never once in all the years that I was at school was there any general discussion about careers. As presumably the main object of going to school is to prepare for after life, it surely would have been very easy and relevant to organise lectures or discussions designed to give boys a broad view of the enormous variety of occupations open to men of average intelligence? Of course many boys were destined from birth to follow their fathers' careers, but even these would have benefited by glimpse of a wider horizon. Often and often in after life I have come across people doing jobs that I had never dreamed of before, and which would have thrilled me had I been told about them at school. I suppose the reason for this extra-ordinary omission is that so many schoolmasters had themselves such a restricted view. Spending all their time working to a rigid curriculum, the passing of examinations by their pupils gradually became the whole object of their working life.

I recognize the importance of being made to learn things that one does not like, but surely it was not good to give the young mind the impression that all education was a form of mental gymnastics. For example, I used to find geometry rather fun, and, when I still had the naïve idea that what I was being taught might have some practical value, I asked what geometry was for. The only answer I ever got was that it taught one how to solve problems. If, instead, I had been told the simple fact that the word was derived from the Greek *ge*, the earth, and *metron*, a measure, and that the meaningless triangles that I was asked to juggle with formed the basis of geographical exploration, astronomy and navigation, the subject would immediately have assumed a thrilling romance, and, what is more, it would have been directly connected in my mind with the things that most appealed to me.

My experience in this connection may have been unfortunate, but it was by no means unique; many of my friends who went to different schools confess to a similar experience, and complain that when they had completed their school education they had not the remotest idea of what they wanted to do. Moreover I do not think that this curiously detached attitude towards education was confined to schools. It had been intended that I should go to one of the great universities. I was tepid about the idea myself, for I had developed a dislike for the very thought of educational

establishments. However, the prospect of three extra seasons in the Alps was a considerable incentive, and by dint of an enormous mental effort I succeeded in cramming sufficient Latin into my head to pass (at my second attempt) the necessary entrance examination. In due course I went to be interviewed by the master of my prospective college. When I was asked what subject I propose to take when I came up to the university, I replied, somewhat diffidently, that I wanted to take Geology - diffidently, because I still regarded such things as having no reality in the hard world of work. The answer to my suggestion confirmed my fears. 'What on earth do you want to do with Geology? There is no opening there unless you eventually get a first and become a lecturer in the subject.' A *first*, a *lecturer* - I, who could not even learn a couple of books of Horace by heart! I felt that I was being laughed at. In fact I am sure I was not, and that my adviser was quite sincere and only trying to be helpful, but I certainly did not feel like arguing the matter. I listened meekly to suggestions that I should take Classics or Law, and left the room in a state of profound depression. 'Oh Lord,' I thought, 'even here I won't be able to escape from Kennedy's Latin Primer,' with which I had been struggling for ten years.

(From *Upon that Mountain* by Eric Shipton)

ANSWER:

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## **YEAR 13 MATHS WEEK 5 WORKSHEET- PARTIAL FRACTION**

Express as a sum of partial fractions.

1. 
$$\frac{15 - 4x - x^2}{(x+1)(x-2)^2}$$

2. 
$$\frac{10x + 24}{(x-3)(x^2 + 9)}$$

3. 
$$\frac{-2(x^2 + 4x + 7)}{(x^2 - 1)(x + 3)}$$

ऊपर दिए गए नोट्स के आधार पर प्रश्नों का जवाब पुरे वाक्यों में लिखिए ●

कविता - [भाषा दीप ]

१ कबीरदास जी ने अपनी कविताओं में किन भाषा -शैलीओं का प्रयोग किया है

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२. चौदह सौ पचपन साल गए, चंद्रवार एक ठाट ठय ।

जेठ सुदी बरसायत को, पूरनमासी प्रगट भए ॥

उपर्युक्त दोहे का अर्थ समझाते हुए यह बताइए कि कबीरदास जी का जन्म कब हुआ ?

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३. महात्मा कबीरदासजी की भाषा को 'पंचमेल खिचड़ी' कहते हैं ● इस तथ्य को विस्तार से समझाइए ●

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**HOME STUDY PACKAGE**  
**LABASA SANGAM (SKM) COLLEGE**  
**WORKSHEET 5**

Name of the student: \_\_\_\_\_

Subject: History

Year: 13

Due Date: 16<sup>th</sup> August 2021

**QUESTION 2: THE BERLIN WALL AND ITS CONSEQUENCES**

**Resource Interpretations**

Use the resources provided and your knowledge of the topic to answer the questions below. Use examples where necessary.

**Resource I**



*Photograph of East German workers laying bricks during the construction of the Berlin wall in November 1961*

1. When was the Berlin Wall built and who built it?  
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2. Discuss why the Berlin Wall was built.  
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3. Describe the contrasting living standard that exists on West and East Berlin and what did it mean for communism.  
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.....

4. Explain **two impacts** of the Berlin Wall on the people of Eastern Germany.  
.....  
.....  
.....

**Resource II**

"I lived on the island of Hiddensee in the Baltic Sea in East Germany. Life was good there before the construction of the wall and without any problems. But after the construction of the wall, life became hard and bad. Many things were forbidden - no press, literature, music and television from Western countries. There was no freedom to travel. The secret state police controlled residents of East Germany and people didn't trust each other. The city of Berlin was divided. The people of East Berlin were imprisoned and they had no freedom. Many people were detained, injured or killed if they tried to flee."

1. Explain three problems faced by the Eastern Berliners.  
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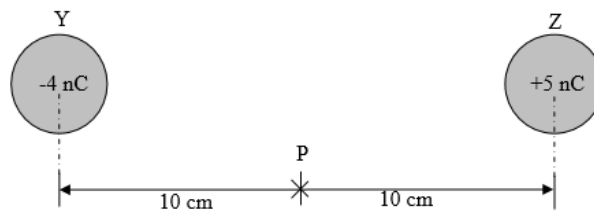
**THE END**

**YEAR 13 PHYSICS**  
**WORKSHEET WEEK 5**

**STRAND: ELECTROSTATICS**

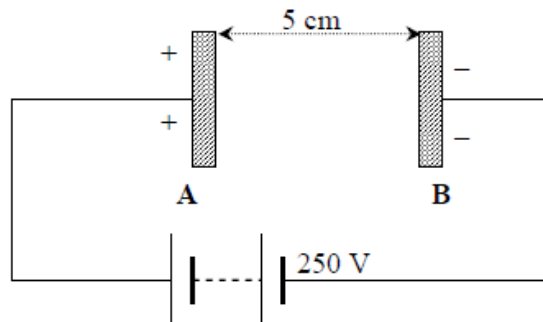
**SUBSTRAND: ELECTRIC POTENTIAL**

1. Two charges  $Y$  and  $Z$  of magnitudes  $-4\text{ nC}$  and  $+5\text{ nC}$  are placed  $20\text{ cm}$  apart.



Calculate the electric potential mid-way between the charges  $Y$  and  $Z$ .

2. An electron of charge ( $e^- = 1.6 \times 10^{-19}\text{ C}$ ) and mass ( $m_e = 9.11 \times 10^{-31}\text{ kg}$ ) is accelerated between a pair of parallel plates  $5\text{ cm}$  apart as shown.

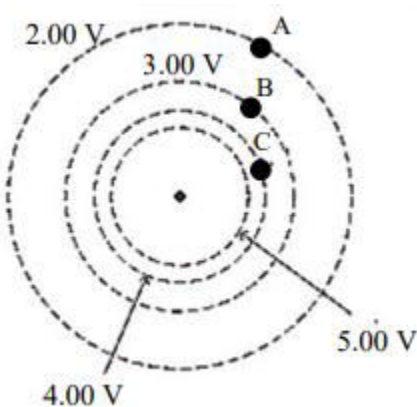


- Calculate the electric field strength between the plates.
- What is the energy of the electron if moved from **B** to **A**?
- Determine the acceleration of the electron.



d. Calculate the speed of the electron upon reaching A.

3. Equipotential surface is shown as dashed lines and are at right angles to the field lines.



a) Identify the region where electric field is strongest.

b) Compare the work done when a 5 C charge is moved from A to B and from B to C. Give significant reasons for this.

4. Two point charges of 12 nC and  $-12$  nC are placed 10 cm apart. Calculate the electric field and potential at point A in between them that 6 cm from the positive charge.

## HOME STUDY PACKAGE

School: Labasa Sangam (SKM) College  
Subject: Technical Drawing  
Worksheet Number 2/Week 5

Year/Level: 13\_\_\_\_  
Student Name: \_\_\_\_\_  
Due Date: 16<sup>th</sup> August 2021

1. **Given:** the incomplete drawing of a typical Roof Section drawn

**Required:** (i) Complete the drawing by inserting the following members (5 marks)

I. Fascia board

II. Guttering

III. Downpipe

(3 marks)

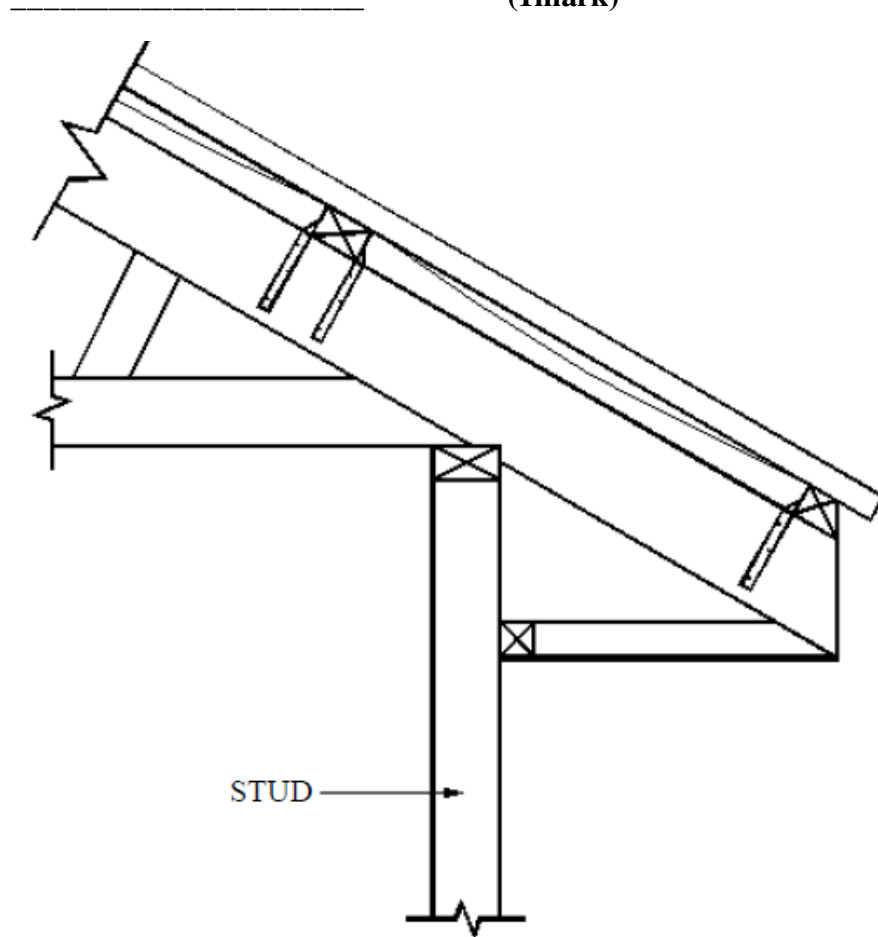
(ii) Label the following members:

I. Ceiling joist

(1 mark)

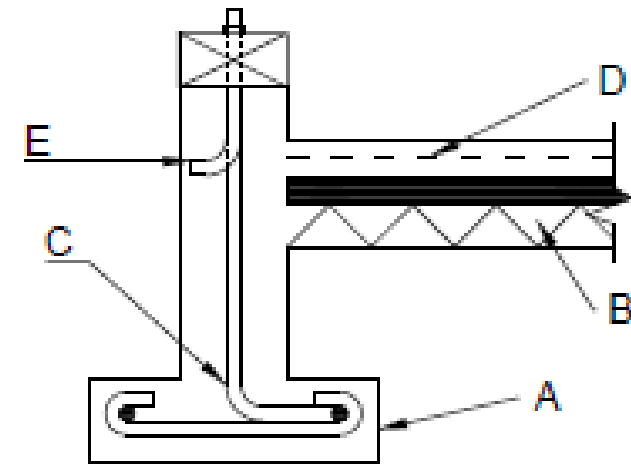
(iii) What does **CRS** stand for?

(1mark)



2. **Given:** A sketch of a Foundation Detail

**Required:** State the Name of members A to E (5 marks)



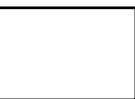
A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

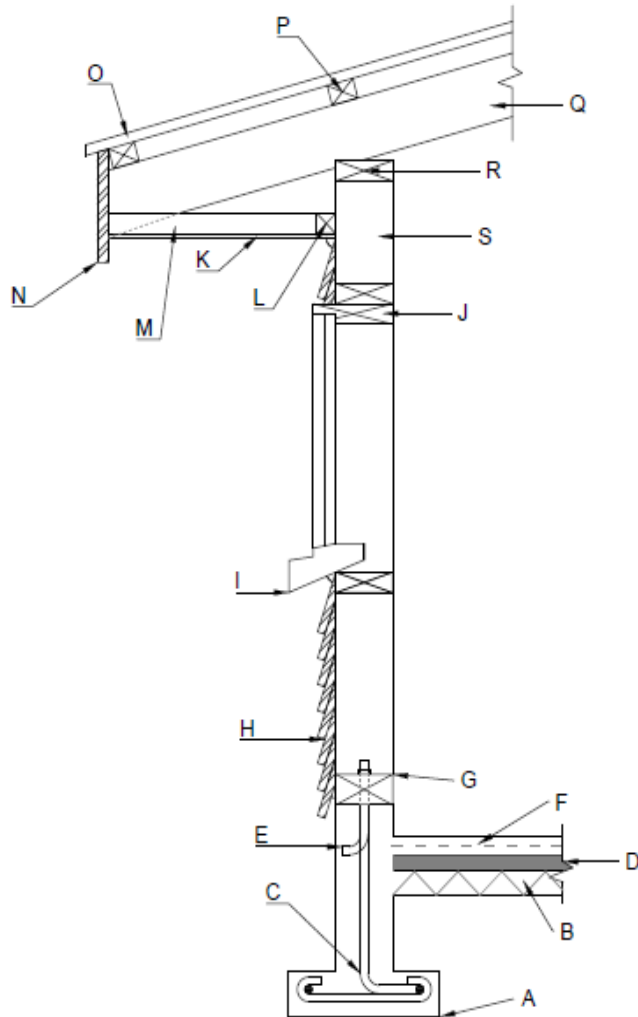
D. \_\_\_\_\_

E. \_\_\_\_\_



**3. Given:** The Section of a Domestic load bearing Wall.

**Required:** List the name of the members A to S. **(9 ½ marks)**



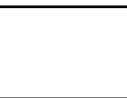
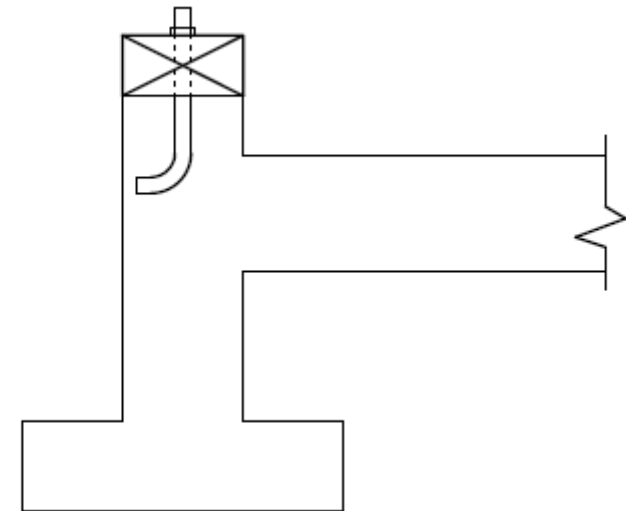
- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- E \_\_\_\_\_
- F \_\_\_\_\_
- G \_\_\_\_\_
- H \_\_\_\_\_
- I \_\_\_\_\_
- J \_\_\_\_\_
- K \_\_\_\_\_
- L \_\_\_\_\_
- M \_\_\_\_\_
- N \_\_\_\_\_
- O \_\_\_\_\_
- P \_\_\_\_\_
- Q \_\_\_\_\_
- R \_\_\_\_\_
- S \_\_\_\_\_

**4. Given:** A foundation construction of a typical house section drawn to a scale of 1: 50 **(5 ½ marks)**

**Required:** (i) Clearly label the anchor bolt. **(1 mark)**  
(ii) Complete the drawing by inserting the following building components and labels.

1. Hardcore Fill
2. Reinforcement rod

**(4 ½ marks)**



**SCHOOL: LABASA SANGAM COLLEGE**

**YEAR: 13DE**

**SUBJECT: VOSA VAKAVITI**

STRAND	<b>ITovo Vakavanua(Culture)</b>
SUB STRAND	<b>Na iTaukei kei na nona Qele (iTaukei's Land)</b>
CONTENT LEARNING OUTCOME:	<b>For students to know how the lands are owned and some of the traditional practices associated with the land</b>

**a) Na Yavutu**

Oqo na vanua era vakaitikotiko kina e dua na Mataqali se yavusa ka vakayagataka na kedra qele, kau kei na qoliqoli

**a) Na Taukeni ni Qele**

Na qele e taukeni vakamataqali se vakaitokatoka ena dodonu ka ra sucu kaya mai na lewe ni mataqali se lewe ni tokatoka, ka ra votai kina o ira era bula tiko kei ira era se bera mai. E sega ni dua na ka ena tarova se kauta laivi mai vei ira na nodra dodonu vakaitaukei ni qele se mani veitalia sara ena cava ena yaco. Na vuna oqo baleta ni ra cavuti kina, era veiyacani kei na tiki ni qele oqori ka vaka kina na kau era tubu kina ka sa kedra icavuti tudei tu na Mataqali se iTokatoka.

**b) Na Yavusa kei na Taukeni Qele**

Na Yavusa e oka kina na veimataqali ka ra vakaitikotiko vat aka dau ni veitaqomaki na kena iliuliu o oya o Turaga ni Yavusa. Era wili vakatautauvata vakaitaukei ni qele, era taukeni vanua ena loma ni dua na iyalayala. Era sega ni kumukumuni tamata mera taukena vata na tiki ni qele, era ikumukumuni tamata ka ra dui kovekove ena loma ni dua na iyalayala.

**c) Na Mataqali kei na Taukeni ni Qele**

Oqo na kena taukeni na qele ka vakatautaki ena veika era vakaitavitaki ira kina ena loma ni Yavusa. Era vakaikovukovu ena loma ni iyalayala ka ra dabeca tiko koya vakayavusa.

**d) Na iTokatoka kei na Taukeni ni Qele**

Oira na lewe ni tokatoka era wili mera taukei ni qele ka taukeni vakatokatoka se Mataqali, oira kece oqo era cur utu ena 'iVola ni Kawabula'. E dua n aka bibi oya na kena volai na gone/tamata

ena ivola ni nona kawa me kua talega ni kawaboko kina na nodra itokatoka se mataqali- ia ke yaco oqo, esa na sega na taukei ni qele.

**e) Na Qele Kovu**

Oqo na qele kovuti mai na dua na Mataqali mai vua e dua tale na Mataqali, ena so na gauna e ra dau kerei ka so na gauna era dau soli vua e dua na marama e vakawati tani.

**f) Na iCovi ni Lou**

Na tiki ni qele ka dau soli vua e dua na yalewa e vakawati tani me covi ni kena ilou se e dau mini kena draunikau kina ka dau ca buka talega kina

**g) Na iLokuloku ni Mate**

Oqo na tiki ni qele ka dau soli me dau vakananumi kina e dua na marama se turaga esa mate

**h) Na iSere ni Wa ni Kuna**

Qo na tiki ni qele ka dau soli me isoro ni dua na turaga ka dau tauri vakavesuse kuna ena vuku ni ka ca e cakava.

**i) Na iCaca ni Buka**

Na tiki ni qele ka dau soli vua e dua e dau ni meke ni Mataqali me cavi mai kina na nona buka irara

**LABASA SANGAM (SKM) COLLEGE**

**HOME STUDY PACKAGE**

**YEAR 13**

**ACCOUNTING**

**WORKSHEET- 2**

**WEEK 5**

<b>Strand 3</b>	Company Accounting
<b>Lesson 3.2</b>	Formation Of Companies
<b>Content Learning Outcome</b>	Able to record the accounting for ordinary and preference shares.

**ACTIVITY 3.2.6**

1. Peters Construction Ltd was registered on 1st July, 2019 with an authorised capital of 500 000 shares at \$1 per share. The directors decided on 1st July, 2019 to issue 150 000 shares at \$1 each to the public. The terms of issue of shares were as follows:

50 cents on application

50 cents on allotment

By 2nd July, applications were received for 185 000 shares. On 3rd July, the directors allotted 150 000 shares. Applications for 10 000 shares were refunded and the remaining excess application money was transferred to allotment. All allotment money was received on 31st July, 2019.

**Required:**

Using the relevant information given above, prepare the general journal entries to record the above transactions in the books of Peters Construction Ltd.

NAME:

YEAR:



**LABASA SANGAM (SKM) COLLEGE**  
**YEAR: 13 – AGRICULTURAL SCIENCE**  
**WEEK 5 WORKSHEET 5**

**NAME:** \_\_\_\_\_

**YEAR:** \_\_\_\_\_

DUE DATE: 16-08-2021

STRAND 3 – Agronomy

SUB STRAND –Soils

LESSON 8 SOIL pH

1. Define soil pH

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2. Describe the sources of soil acidity and soil alkalinity

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3. Describe the effects of soil acidity and alkalinity on plant growth

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4. Explain ways of managing soil acidity and alkalinity

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5. Explain the relationship between soil pH and nutrient availability

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5. Imagine the farmer is living on a coral island and wants to plant vegetables. Explain how the farmer will improve the pH of the soil before planting.

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## HOME STUDY PACKAGE

School: Labasa Sangam (SKM) College

Year/Level: 13B

Subject: Applied Technology  
Worksheet Number 5/Week 5

Student Name: \_\_\_\_\_  
Due Date: 16<sup>th</sup> August 2021

1. Define common types of refrigeration systems

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(2 marks)

2. Explain where vapor-compression cycle is used

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(3 marks)

3. What is absorption cycle?

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(2 marks)

4. Define **Thermoelectric** refrigeration

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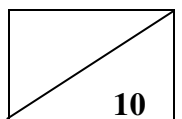
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(3 marks)



LABASA SANGAM (SKM) COLLEGE

HOME STUDY PACKAGE

WORKSHEET NUMBER 5

STUDENT NAME: \_\_\_\_\_

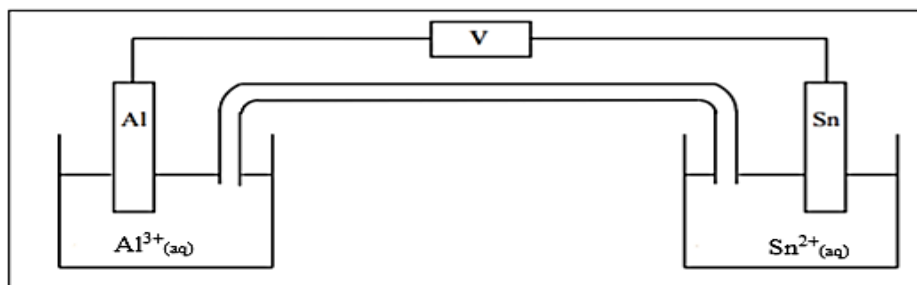
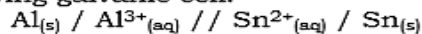
YEAR: 13 \_\_\_\_\_

SUBJECT: CHEMISTRY

DUE DATE: 16<sup>TH</sup> AUGUST, 2021

Write the answers in the space provided.

1. 1. Consider the following galvanic cell.



- a. Label the anode and the cathode using the cell notation given.

Anode: \_\_\_\_\_ Cathode: \_\_\_\_\_

- b. In which direction will electrons flow? \_\_\_\_\_

- c. In which half-cell will electrons enter the cell? \_\_\_\_\_

At which electrode the electrons are consumed? \_\_\_\_\_

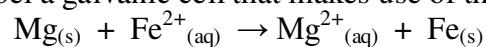
- d. What is the purpose of the salt bridge?

\_\_\_\_\_  
\_\_\_\_\_

- e. In which direction do cations within the salt bridge move to maintain charge neutrality?

\_\_\_\_\_

2. Sketch and label a galvanic cell that makes use of the following spontaneous redox reaction.



**HOME STUDY PACKAGE**  
**LABASA SANGAM (SKM) COLLEGE**  
**COMPUTER STUDIES**  
**YEAR 13**  
**WORKSHEET 5**

STUDENT NAME: \_\_\_\_\_

YEAR: \_\_\_\_\_

**DUE DATE FOR SUBMISSION : 16th AUGUST 2021**

**INSTRUCTIONS**

**Read your lesson notes on Chapter 5 Web Design and answer the given worksheets**

**Complete all 3 worksheet on weekly basis and submit it when your parents come to collect next batch of home study package on 16TH OF AUGUST 2021.**

**Read your lesson notes on step 5 Web Site Testing and step 6 Web Site Hosting .**

1. Explain why testing stage is important to the web design process.

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2. Security is a key issue to any website. Which of the testing methods focuses on reviewing the security of a web site?

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3. Explain the following web site testing:

I. Spelling testing

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II. Hyperlink Testing

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III. Web site standard review

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IV. Accessibility Testing

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V. Performance testing

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4. Explain the following Top Level Domain?

a. .com\_\_\_\_\_

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b. .edu\_\_\_\_\_

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c. .gov\_\_\_\_\_

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5. Which of the following test is done to ensure that the site created meets design requirements?

A. Code Testing

B. Design Testing

C. Usability Testing

D. Operational Testing

6. Describe the purpose of Service Level Agreement

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**HOME STUDY PACKAGE**  
**LABASA SANGAM (SKM) COLLEGE**  
**WORKSHEET NUMBER 5**

**NAME:** \_\_\_\_\_

**YEAR:** 13D

**SUBJECT:** ECONOMICS

**DUE DATE:** 16<sup>th</sup> August, 2021

<b>Week 5: August 2<sup>nd</sup> – August</b>
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**B.** Use the following data to complete the sentences below (all figures are in billions of dollars)

Y	C+I+G	X	M
250	310	65	25
300	340	65	30
350	370	65	35
400	400	65	40
450	430	65	45
500	460	65	50
550	490	65	55

- i. The equilibrium level of income is \$\_\_\_\_\_b
- ii. At equilibrium, the level of spending on domestic goods and services is \$\_\_\_\_\_b
- iii. At income \$300 b, the level of net exports is \$\_\_\_\_\_b

**C.** Use the information to answer the questions which follows.

**Note: values are (000's)**

$$C = 200 + 0.9 Y$$

$$I = 200$$

$$G = 500$$

$$X = 400$$

$$M = 600$$

- i. Calculate the GDP using the expenditure approach.

- ii. If the MTR is  $0.3Y$ . How much tax revenue was collected by government?

- iii. What is the slope of consumption function?

\_\_\_\_\_

- iv. What special name is given to the slope of the consumption?

\_\_\_\_\_

- v. Calculate the autonomous consumption and net exports.



