

Half-Term 2

Year 8 Homework

Academic Year 2025/26



Name: _____

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Maths

www.sparxmaths.com

Username:

Password:

Week	Topic	Score
1	Problem solving - ratio	
2	Problem solving - ratio	
3	Graphs	
4	Graphs	
5	Graphs	
6	Representing data and probability	
7	Representing data and probability	
8	Representing data and probability	

Information Tech

Task:

Explain what is happening in each line of code.

```
1 name = input("What is your name?")
2 homework = input("Have you done your homework?")
3 if homework == 'yes':
4     print ("Well done, you get a star!")
5 else:
6     print ("Thats a NIL!")
```

Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	

Task:

Explain what is happening in each line of code.

```
1 age = int(input("How old are you? "))
2 if age > 16:
3     print("You are old enough to drive a car and ride a moped")
4 else:
5     if age == 16:
6         print("You are old enough to ride a moped!")
7     else:
8         print("Come back when you are older!")
```

Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	
Line 8	

A teacher researches the length of time students spend playing computer games each day.

- (a) Tick (✓) **one** box to identify the data type you would choose to store the data and explain why this is a suitable data type.

Data Type	Tick (✓) one box
String	
Integer	
Real	
Boolean	

Explanation:

.....

[2]

Plants: retrieval 1

What do plants need to carry out photosynthesis?

What is the equation for photosynthesis?

How do plants get the water they need?

What are the stomata for?

In which part of the plant cell does photosynthesis take place?

What is the name of the green substance in plant cells that absorbs light for photosynthesis?

What is starch used for in plant cells?

How do you test for the presence of starch?

Plants: retrieval 2

What does asexual reproduction mean?

Give an example of a plant that reproduces in this way

What does sexual reproduction mean?

Give an example of a plant that reproduces in this way

Which female part of a plant does the pollen land on?

Which female part of a plant contains the sex cells?

Which male part of a plant makes pollen?

What is pollination?

How do plants attract insects to pollinate them?

10. How can plant seeds be dispersed? Name the 4 methods.

L6: How does Christianity approach forgiveness?

Answer the following questions after reading the Bible passage Jesus Anointed by a Sinful Woman.

1. How does this story illustrate the concepts of forgiveness and compassion?

2. Compare and contrast the attitudes of the woman and Simon. How did their attitudes affect their interactions with Jesus?

3. Reflect on a time when you experienced forgiveness or offered forgiveness to someone else. How did it make you feel? What similarities do you see between your experience and the story?

English

***Much Ado About Nothing* Homework Booklet**

Overview

To be successful in your GCSE English Language exam, you will need to be confident with reading, analysing and writing a range of non-fiction texts.

This Homework Booklet is designed to enhance and develop skills learned in the classroom. Each week you need to read the non-fiction text and complete the tasks. There is also suggested further reading for those students wanting to demonstrate *Limitless Potential* and *Intentional Excellence*.

The texts have been chosen to complement your classroom studies for current and future terms, equipping you with *powerful knowledge*.

Your teacher will track your progress each week. Each task should take around 30 minutes.

Top tip

When looking up definitions for the glossary tasks, you can use an online dictionary if you don't have one of your own: www.dictionary.com

Week 1 – Text 1

William Shakespeare

Baptised 26th April 1564 – Died 23rd April 1616

William Shakespeare was born in Stratford-upon-Avon in Warwickshire. No-one knows when he was born but the records of Stratford's Holy Trinity Church say he was baptised on 26 April 1564.

In his early school years he studied maths, religion, literature and Latin. At the age of 18 he married a woman called Anne Hathaway, the daughter of a farmer. A year after they were married they had a daughter together and then had twins in 1585.

Very little is known about Shakespeare's

activities from 1585 - 1592. During this period, he went to London where he began a successful career as an actor and writer. In his lifetime he wrote 38 plays, 154 sonnets and many poems. Today, his plays still excite audiences of all nationalities.

Shakespeare's most famous plays include Macbeth, Hamlet, Romeo and Juliet and Julius Caesar.

Shakespeare retired to Stratford a few years before his death. He died on 23 April 1616. He was buried at the Holy Trinity Church two days after his death.

The epitaph written on Shakespeare's grave is written below:

Old spelling:

Good frend for Iesvs sake forbeare,

To digg the dvst enclosed heare.

Bleste be ye man yt spares thes stones,

And cvrst be he yt moves my bones.

Modern spelling:

"Good friend, for Jesus' sake forbear,"

"To dig the dust enclosed here."

"Blessed be the man that spares these stones,"
"And cursed be he who moves my bones."

Task one: complete a glossary selecting words you don't understand from the text and look up their definitions. (Some suggested words are in bold)

Word: Definition:

Word: Definition:

Word: Definition:

Use some words in sentences of your own:

Task two:

1. When was William Shakespeare baptised?

2. Where was Shakespeare born?

3. How old was Shakespeare when he married Anne Hathaway?

4. How many children did they have?

- a 2 c 3
- b 1 d 4

5. How many plays did Shakespeare write?

6. Write down three of Shakespeare's most famous plays.

7. Read the epitaph written above Shakespeare's grave. In your own words, describe what you think it means.

Week 2

Courtship and Marriage in Elizabethan Times

Queen Elizabeth I (1533-1603) received many offers of marriage but she chose not to accept any of them and remained unmarried all her life. This was very unusual for those times. Women and men from all social classes in the sixteenth century were expected to marry. Marriage gave them not only status but also the possibility of having **heirs**.

Life for a single woman wasn't easy in Elizabethan times but perhaps Elizabeth never married because she didn't want to lose her independence. After marriage, the law gave a husband full rights over his wife. She became part of his property. Most people got married in their mid- or late-twenties although it was legal for boys to marry at the age of 14 and girls at 12 with their parents' permission. The sons and daughters from **noble** or rich families usually married at a younger age than those from the lower classes. This was because poorer couples had to wait until they had enough money or possessions to start a home of their own.

Elizabethans were free to choose their partners but arranged marriages were common among the upper classes. An arranged marriage was more like a business arrangement than a relationship between two people. It was a way for the families on both sides to obtain property, money and useful friends.

However, marriage wasn't seen only as a business arrangement. Elizabethans also thought that real love was important in a good marriage, too. In order to give real love time to grow, a period of courtship was usual before the relationship became serious. Courting allowed the man and the woman to get to know each other better before they made any **binding** promises. A courting couple could meet at their homes, not always very private because other family members were there, and also alone in parks, fields and gardens. They often gave each other precious gifts like coins, rings and lockets, but more practical gifts were also popular, like gloves, belts, purses, ribbons and slippers.

Courting wasn't a promise to marry someone and courtship didn't always end in a wedding. This was perhaps a good thing because divorce, as we know it today, didn't exist in those days.

When a man and a woman decided to marry, they became betrothed. Being betrothed was a formal state that was as binding as marriage. At a **betrothal** ceremony, the couple exchanged vows, or promises, to be faithful to each other. The man gave the woman a ring to wear on her right hand. Then they kissed and signed the contract. When they married later in church, the ring was put on the left hand. The couple had to announce their intention to marry on each of the three Sundays before their wedding day. This

was called ‘crying the banns’. During these three weeks there was time to stop the wedding if it was discovered, for example, that one of the couple was already married.

Weddings were held in church because they were always religious ceremonies. It wasn’t necessary for the couple to send wedding invitations because communities were small and everybody knew what was happening. The Elizabethan bride didn’t wear a white dress on her wedding day. Wearing white was a later tradition that became popular in the 1800s. She wore her best dress, made of silk or **velvet** if she came from a rich family, or linen, cotton or wool if she came from a poorer family. She often decorated her dress with flowers and she also wore flowers in her hair, which she wore loose over her shoulders. Unmarried girls were allowed to wear their hair loose but after they were married they had to hide it under a hat. She carried a bouquet or a garland of roses and rosemary, decorated with ribbons. This was made by her bridesmaids. Rosemary was used because it symbolized **fidelity**. After the marriage, there was a wedding dinner to celebrate. The Elizabethans loved dishes which are very unusual to us, like small birds in a pie, hedgehogs or roast swan. Richer people might even have had an exciting new bird, the turkey, recently introduced from America. They were keen on presenting dishes as attractively as possible, too. If they were eating peacock, for example, they decorated the dish with its colourful feathers. The tradition of having a wedding cake began in the mid-17th century. At Medieval and Elizabethan weddings, a pile of sweet buns was put in front of the bride and groom and they had to kiss over them without knocking the pile down. There was beer, mead (a sweet wine made from honey) or wine, sometimes spiced, to accompany the food. There wasn’t usually any water because it wasn’t safe to drink it.

Task one: complete a glossary selecting words you don’t understand from the text and look up their definitions. (Some suggested words are in **bold**)

Word: Definition:

Word: Definition:

Word: Definition:

Use some words in sentences of your own:

Task two:

1. Why was it important for people to marry in the sixteenth century?

2. At what age could a girl be legally married?

3. What were the advantages of arranged marriages?

4. How was courtship different from betrothal?

5. Why was rosemary a popular choice for the bride's bouquet?

6. What did the bride and groom have to do with the pile of sweet buns?

Week 3

Elizabethan London

When Shakespeare arrived in 16th Century London he found a great centre for entertainment.

As well as theatre for all classes, there was sports such as bull and bear-baiting, gambling, dancing and fairs. The city culture would have been alive with painters, actors and writers. The theatre was becoming an institution popular with all social classes.

THEATRE AUDIENCES

Playgoing was part of the city's daily life and all levels of society shared the experiences of the theatre.

Aristocrats were familiar with the dramas of the day from acting parts at school, seeing plays at Court and, later, becoming patrons of the stage. Apprentices and merchants also enjoyed the theatre and often took an afternoon off work to go and see a play.

NEW PLAYHOUSES AND COMPANIES OF ACTORS

Consequently, when Shakespeare began working in London around 1588 the market was good for new companies and, between 1567 and 1622, nine new outdoor playhouses were built.

Boy companies competed against the adult companies and were actually able to earn more money than their more experienced rivals were. They evolved from a tradition of grammar school performance and choirboy practice and were particularly popular at Court. The three main boy companies were The Children of St. Paul's, The Chapel Children, and The Children of the King's Revels, and they made their biggest impact during the reign of James I.

3. Which other groups of people may have taken an afternoon off work to enjoy watching plays at the theatre?

4. Which year did Shakespeare begin working in London?

5. In your own words, explain how you think it would feel to watch a play in London during the Elizabethan era. Give reasons for your answer.

Geography Quiz 1

Use this website to help you: <https://www.geogon.org/ks3-development>

1. What does the term "development" refer to in geography?

- A) The process of building roads and bridges
 - B) The improvement of a country or region in various aspects, including social, economic, and environmental factors
 - C) The increase in population size
 - D) The distribution of natural resources
-

2. Which of the following is NOT a development indicator?

- A) Gross Domestic Product (GDP)
 - B) Literacy rates
 - C) Life expectancy
 - D) Population density
-

3. What does the Human Development Index (HDI) measure?

- A) Only a country's economic growth
 - B) Life expectancy, education, and per capita income
 - C) The number of natural resources a country has
 - D) The total area of a country
-

4. Which of the following is considered a Low-Income Country (LIC)?

- A) United States
 - B) India
 - C) Brazil
 - D) Afghanistan
-

5. What is Gross Domestic Product (GDP)?

- A) The total value of goods produced and services provided in a country during one year
 - B) The total income of a country's citizens
 - C) The total amount of natural resources a country possesses
 - D) The total area of a country
-

6. What does "per capita" mean?

- A) For each person; in relation to people taken individually
 - B) The total amount of resources available
 - C) The average income of a country
 - D) The total population of a country
-

7. Which of the following is a characteristic of a High-Income Country (HIC)?

- A) High levels of poverty
 - B) Low literacy rates
 - C) High life expectancy
 - D) Limited access to healthcare
-

8. What is the significance of literacy rates in measuring development?

- A) They indicate the level of education and access to information
 - B) They determine the number of schools in a country
 - C) They reflect the total population of a country
 - D) They measure the availability of natural resources
-

9. What does the term "corruption" refer to in the context of development?

- A) The process of improving infrastructure
 - B) Dishonest or fraudulent conduct by those in power
 - C) The increase in population size
 - D) The distribution of wealth
-

10. Which of the following is an example of a development indicator?

- A) Number of tourists visiting a country
- B) Number of sports events held annually
- C) Literacy rates
- D) Number of natural disasters occurring

Geography Quiz 2:

Use this link to help you: <https://www.geogon.org/ks3-development>

1. Which factor is considered an economic factor affecting development?

- A) Climate
 - B) Trade and income
 - C) Religion
 - D) Language
-

2. What is a social factor that can affect a country's development?

- A) Access to clean water
 - B) Availability of minerals
 - C) Climate type
 - D) Import/export balance
-

3. How can political stability influence development?

- A) Stable governments attract investment and aid
 - B) It changes the climate
 - C) It increases the population
 - D) It decreases literacy rates
-

4. Why might countries with lots of natural resources still be poor?

- A) Because resources are not always managed well or benefits are unequal
 - B) Because resources cause diseases
 - C) Because natural resources reduce trade
 - D) Because natural resources make people lazy
-

5. What is the main difference between LICs and HICs?

- A) LICs have fewer people
- B) HICs have higher incomes and better services than LICs
- C) LICs have more natural disasters
- D) HICs have fewer schools

6. Which of these can reduce development inequalities?

- A) Reducing access to healthcare
- B) Improving education and infrastructure
- C) Limiting trade with other countries
- D) Ignoring social problems

7. What is a common environmental challenge for developing countries?

- A) Earthquakes
- B) Pollution, deforestation, or poor access to clean water
- C) Too many hospitals
- D) Overpopulation in cities of HICs only

8. What does “quality of life” measure?

- A) How happy and healthy people are, including access to services
- B) How many factories a country has
- C) The size of a country
- D) The number of tourists

9. How can international aid help developing countries?

- A) By providing money, resources, or expertise to improve health, education, and infrastructure
- B) By taking natural resources away
- C) By creating political instability
- D) By increasing taxes

10. Which of these statements is true about global development?

- A) All countries develop at the same rate
- B) Development is only about making money
- C) Development varies across the world due to economic, social, political, and environmental factors
- D) Development only affects urban areas

Food Technology

Task 1 - Pasta Theory

Match the pasta shape with the correct name.



Lasagne sheets



Penne



Farfalle



Macaroni



Spaghetti

Complete the following table with the name of a pasta dish and the type of pasta used to make the dish. An example has been completed for you.

Pasta dish	Pasta shape
<i>e.g. Beef lasagne</i>	<i>e.g. Lasagne sheets</i>

Write down the ingredients required to make fresh pasta.

Task 2 - Pastry Theory

There are four common type of pastry:

- Shortcrust pastry
- Puff pastry
- Filo pastry
- Choux pastry

For each pastry, name two different dishes.

Shortcrust pastry:

Dish 1: _____

Dish 2: _____

Puff pastry:

Dish 1: _____

Dish 2: _____

Filo Pastry

Dish 1: _____

Dish 2: _____

Choux pastry

Dish 1: _____

Dish 2: _____

What are the three common ingredients used to make pastry?

- _____
- _____
- _____

Homework Task 4



Observe the designs above. You will need to create your own african mask design on the next page using shapes and lines.

Once you have completed the outline, you will need to add colour using colouring pencils.

Information to record from your teacher
 Homework 4
 Date Set Date Due.....
 Completed: Yes/No



Homework Task 5

Cubism Research:

1. Add a title
2. Find one cubist artists and write 3 facts about them and find an example of their work you like.
3. Explain some key features of cubism, eg. Sections of the image overlap.
4. Draw a section of your chosen artists work using shading and colour.

Layout:

Title
Answer to bullet point 2 and 3
Section of work

<u>Information to record from your teacher</u>	
Homework 5	
Date Set	Date Due.....
Completed: Yes/No	

Homework Task 6

Drawing as thinking and imagination

- Choose a three-dimensional object – this could be any object that interests you.
- On the following page, draw this object in four different ways:
 - the original object
 - the object as though it is melting
 - the object as though it is shattered
 - the object as though there are two joined together

Use a pencil to draw, and ensure you add tonal range and details.

Challenge: use a biro pen to draw in one of the boxes.



<p><u>Information to record from your teacher</u></p> <p>Homework 6</p> <p>Date Set Date Due.....</p> <p>Completed: Yes/No</p>

Original Object	Melting
Shattered	Two joined together

Industrial Revolution

Reading

The Industrial Revolution began in Britain in the late 1700s and transformed the economy. New inventions such as the spinning jenny, the steam engine and the power loom made the production of goods faster and cheaper. Coal and iron industries expanded rapidly, and canals and railways helped transport goods around the country. Many people left the countryside to work in towns and cities. Although new jobs were created, most workers lived in crowded, dirty conditions with little access to clean water or proper sanitation. Diseases such as cholera spread quickly.

Comprehension Questions

1. When did the Industrial Revolution begin?
2. Name two important inventions.
3. Why did people move to towns?
4. What problems did people face in growing cities?

Stretch Activities

- How did new technology change people's lives?
- Write a paragraph describing what it might be like to work in a factory during this period.

Industrial Revolution

Reading

Children played a major role in factory work during the Industrial Revolution. They often worked 12–14 hours a day in unsafe conditions, operating machinery or cleaning under dangerous equipment. They were paid very low wages. Reformers such as Lord Shaftesbury campaigned to protect children. Over time, Parliament passed Factory Acts that limited working hours and set age restrictions for child workers. These laws slowly improved conditions, but life was still hard for many children.

Comprehension Questions

1. Who worked in factories besides adults?
2. What were working conditions like for children?
3. Who was Lord Shaftesbury?
4. What were the Factory Acts designed to do?

Stretch Activities

- Why do you think children were used as workers?
- Imagine you are a child worker. Write a short letter to Parliament asking for change.

Performing Arts: Homework 1: 12 Bar Blues

Fill in the missing words:

The 12-bar blues is a simple song used in blues music. It has 12 parts called, and in each bar, you play a There are usually only three chords (C, F, and G) that repeat in a certain order. use this pattern to make songs sound like the classic blues

bars style musicians chord pattern

Using the roman numerals, fill in the table to show the correct notes:

I	I	I	I
IV	IV	I	I
V	IV	I	I

C	D	E	F	G	A	B
I	II	III	IV	V	VI	VII

Performing Arts: Homework 2: Bassline

Describe each section of the bassline:

C E G A Bar 1	Bb A G E Bar 2	C E G A Bar 3	Bb A G E Bar 4
1 - 2 - 3 - 4	1 - 2 - 3 - 4	1 - 2 - 3 - 4	1 - 2 - 3 - 4
F A C D Bar 5	Eb D C A Bar 6	C E G A Bar 7	Bb A G E Bar 8
1 - 2 - 3 - 4	1 - 2 - 3 - 4	1 - 2 - 3 - 4	1 - 2 - 3 - 4
G B D B Bar 9	F A C A Bar 10	C E G A Bar 11	Bb A G E Bar 12
1 - 2 - 3 - 4	1 - 2 - 3 - 4	1 - 2 - 3 - 4	1 - 2 - 3 - 4

RED:

.....

GREEN:

.....

BLUE:

.....

Performing Arts: Homework 3: Theory Questions

1. What is a bassline?

.....
.....
.....

2. What is a walking bass?

.....
.....
.....

3. What are the first 6 notes used to play a walking bass in the key of C?

.....
.....
.....

4. Which hand do you use to play the chords and which hand for the bassline?

.....
.....
.....

5. Which fingers do you use to play the chords?

.....
.....
.....

6. What are the three chords used to play the 12 bar blues in the key of C?

.....
.....
.....

FRENCH

FRENCH	ENGLISH	FRENCH	ENGLISH	FRENCH	ENGLISH
et	and				
mais	but				
aussi	also				
très	very				
assez	quite				
un peu	a bit				
c'est	it is				
il y a	there is/ are				
j'ai	I have				
je suis	I am				

French	English	French	English	French
Je ne supporte pas	I cannot stand			
un avantage	an advantage			
un inconvénient	an inconvenient			
est que c'est	is that it is			
intéressant	interesting			
pratique	practical			
utile	useful			
facile	easy			

French	English	French	English	French
cependant	however			
par contre	on the other hand			
en revanche	however			
dangereux.	(it's) dangerous.			
une perte de temps.	(it's) a waste of time.			
distrayant.	(it's) distracting.			
ça rend accro.	(it's) addicting.			
rapide.	(it's) fast.			
lent.	(it's) slow.			

3) What are the advantages and the disadvantages of technology?

Quels sont les avantages et les inconvénients de la technologie?

<p>A mon avis Je pense qu' Je trouve qu'</p>	<p>un avantage un inconvénient</p>	<p>est que c'est</p>	<p>intéressant pratique rapide utile facile</p>	<p>à utiliser</p>	<p>mais cependant par contre en revanche</p>	<p>c'est</p>	<p>dangereux. une perte de temps. distrayant.</p>
							<p>rapide. lent.</p>
<p>Je ne supporte pas</p>		<p>car c'est</p>					<p>ça rend accro.</p>

SPANISH

Spanish	English	Spanish	English	Spanish	English
y	and				
pero	but				
también	also				
aunque	however				
muy	very				
bastante	quite				
un poco	a bit				
es	it is				
hay	there is/ are				
soy	I am				

Spanish	English	Spanish	English	Spanish
no soporto	I cannot stand			
Por un lado	On the one hand			
una ventaja	an advantage			
Por otro lado	On the other hand			
una desventaja	A disadvantage			
es que es	is that it is			
interesante	interesting			
práctico/a	practical			
utilo/a	useful			
fácil	easy			

Spanish	English	Spanish	English	Spanish
sin embargo	however			
por otra parte	on the other hand			
aunque	however			
peligroso.	(it's) dangerous.			
una pérdida de tiempo.	(it's) a waste of time.			
distráe.	(it's) distracting.			
adictivo.	(it's) addicting.			
rápido.	(it's) fast.			
lento.	(it's) slow.			

