

Half-Term 2

Year 9 Homework

Academic Year 2025/26



Name: _____

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Maths

www.sparxmaths.com

Username:

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Week	Topic	Score
1	Graphs	
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Information Technology

Embedded Systems v. General Purpose Computers

Embedded Systems

An embedded system is a small computer built into a piece of equipment designed to perform a specific function. Examples of items that use this technology include: vehicles, cameras, medical equipment, aircraft, vending machines, ovens, fridges and digital clocks.



Characteristics of an Embedded System

- **Very simple user interface**, such as buttons on a microwave oven or washing machine. Some embedded systems have no user interface.
- It has a **very limited operating system**. Unlike the operating system in a desktop computer, the embedded operating system does not have to be loaded when the machine is switched on, as it is held in ROM. The operating system is only able to run a single application.
- The **program which controls the equipment is held in ROM and cannot be changed**. This means that embedded systems are typically programmed beforehand and the software usually cannot be updated. It is also typically written in a machine-efficient language so that it uses the minimum amount of memory and executes as fast as possible.
- **Some embedded systems have sensors**. For example, a coffee machine might pour a drink when the cup is placed on top of the cup placeholder. Another example is a central heating system having buttons and sliders to make the heating come on at a certain time of the day.

General Purpose Computers

A general-purpose computer is a machine designed to perform a wide variety of tasks. It can run different types of programs, allowing it to be used for many functions. These computers are found in homes, schools, and offices, and can handle tasks like word processing, gaming, browsing the internet, and more. Examples include phones, tablets and PCs.



Characteristics of a General Purpose Computer

- They can run different software for different tasks.
- They can handle multiple activities at the same time.



Embedded Systems – Exam-Styled Questions

1. **Figure 1.1** contains examples of different types of systems.
- Determine whether each device is an example of an embedded system or a general-purpose system.
- Tick **one** box per device.

Device	Embedded System	General-Purpose System
Basic autopilot system inside a drone.	<input type="checkbox"/>	<input type="checkbox"/>
A high-end tablet.	<input type="checkbox"/>	<input type="checkbox"/>
A digital watch that can access the internet.	<input type="checkbox"/>	<input type="checkbox"/>
Navigation system in a car.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1.1 **[3 marks]**

2. (a) A student is starting their own business where kitchen appliances will be sold.
- Name **one** embedded system that might be in a smart coffee machine.
-
- [1 mark]**

- (b) Describe **two** benefits of using an embedded system for a smart coffee machine instead of a general-purpose system.
-
-
-
-
-
- [4 marks]**

[Total: / 8 marks]

END OF QUESTIONS

Primary Storage (memory)



Random Access Memory (RAM)

RAM is the type of memory used as the computer's main memory. Many people say "RAM" when they mean main memory.

If you are in the middle of a piece of work and you turn off your computer, you will lose the work you did since you last saved. This is because the saved version goes onto the HDD or SSD, but the most recent version was only in RAM when the power went off. HDD and SSD are designed for long-term storage of files and are non-volatile.

RAM is volatile so when you turn off your computer it loses its contents. In computing, volatility refers to how stable something is without power.

The need for RAM: We know that RAM is very fast, but not quite CPU speed. We know that RAM holds open, running programs and data. But we still haven't answered why we *really* need it. The answer is simple: **performance**.

If we had computers with no RAM at all and just relied on fetching programs and data directly from secondary storage to the CPU as it needed them, they would be extremely slow.

Read Only Memory (ROM)

So, when we turn the power on, and RAM is empty... where does the CPU get the instructions from to start the computer up?! The answer, of course, is from the BIOS which is stored in a special kind of memory called **ROM**. BIOS has largely been replaced by UEFI these days which is far more intuitive and fully featured, however their purpose is still the same

ROM is **Read Only Memory**, so you cannot write over the contents once it has been created. It is **also non-volatile**; you can leave the computer switched off for months and it will still start up as soon as it has power again. RAM on the other hand is only used for temporary storage of programs when they are running. RAM is read-write and volatile.

The computer has a piece of software called the **bootstrap loader**. This is a small program that loads the operating system. Bootstrapping became abbreviated to booting, a term you have probably heard before. To 'boot' a computer is to start it up from scratch.

RAM	ROM
Volatile – data is lost when the power is turned off (temporary memory)	Non-volatile – data is NOT lost when power is turned off (permanent memory)
Stores user data/programs/part of the operating system which is currently in use	Used to store the BIOS/ bootstrap loader which is required at the start-up of the computer.
Memory can be written to or read from	Memory can only be read from and NOT written to

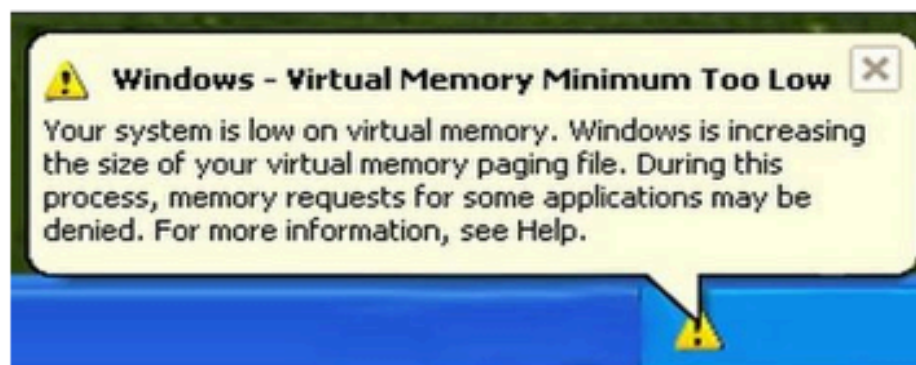


Primary Storage (virtual memory)

Virtual Memory

Sometimes there just isn't enough main memory to store the whole of a large program, or all the programs which are running at the same time (multi-tasking). Computers can be configured (organised) so that **part of the hard disc drive (HDD) or solid state drive (SSD) behaves like main memory. This is called virtual memory.**

The access speed on an HDD or SSD is usually slower than the speed of RAM, so this isn't ideal. It is used to store parts of programs currently running but the parts actually being executed still need to be in main memory. As the processor gets to the next part of the program, sections are swapped between virtual memory and main memory. Sometimes this works well but sometimes the computer spends more time swapping data than it does executing the program.



Thankfully, this is a message you're unlikely to ever see with even the cheapest modern machine.

Computers have a fixed amount of RAM and it used to be the case that when your computer ran out of memory, that was it. It literally wouldn't let you do any more. This was clearly quite a barrier to people working with computers as programs and their data sets got larger and larger. Operating systems began to implement a system to get round this problem called "Virtual Memory" and it is a real compromise between convenience and performance (speed).

Primary Storage – Exam-Styled Questions

1. (a) Hana’s computer has 8GB of RAM. State the purpose of RAM in a computer.

.....
.....

[1 mark]

(b) Hana’s computer system will have both **RAM** and **ROM**. Explain two differences between RAM and ROM.

- 1.**
-
-
- 2.**
-
-

[4 marks]

(c) Hana’s computer only has 8GB of RAM, but she states that virtual memory can be used instead of adding more RAM.

Explain how virtual memory can compensate for the lack of RAM in Hana’s computer.

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

Explain why it would be more beneficial for Hana to get more RAM instead of relying on virtual memory.

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

[4 marks]

Secondary Storage – Exam-Styled Questions

1. Margaret owns a laptop computer which she occasionally uses to work from home. The laptop computer uses secondary storage

(a) Define the term 'secondary storage'

.....
.....

[1 mark]

(b) Explain why Margaret's laptop computer needs secondary storage

.....
.....

[2 marks]

(c) Margaret's laptop computer has a Solid State Drive (SSD). Describe **one** benefit of having a SSD, rather than a Hard Disk Drive (HDD), in her laptop computer.

.....
.....

[2 marks]

(d) Margaret wants to transfer some large files from her work computer to her home laptop. Suggest **one** storage technology Margaret could use to transfer these files and explain why this is a suitable technology to use.

Storage Technology

.....

Explanation

.....

.....

[3 marks]

(e) Name one disadvantage of optical storage devices

.....
.....

[1 mark]

L3 and L4: Sex Before Marriage, and Divorce

Answer the following questions based on the graphs on the next page:

Divorce:

1. Why do you think the average age for people to divorce were 47 for men and 45 for women?

2. Were these the statistics you were expecting? Why is this?

3. How would this bar graph look different in the 1950s?

Pre-Marital Sex:

1. Why would some Christians be strongly against pre-marital sex?

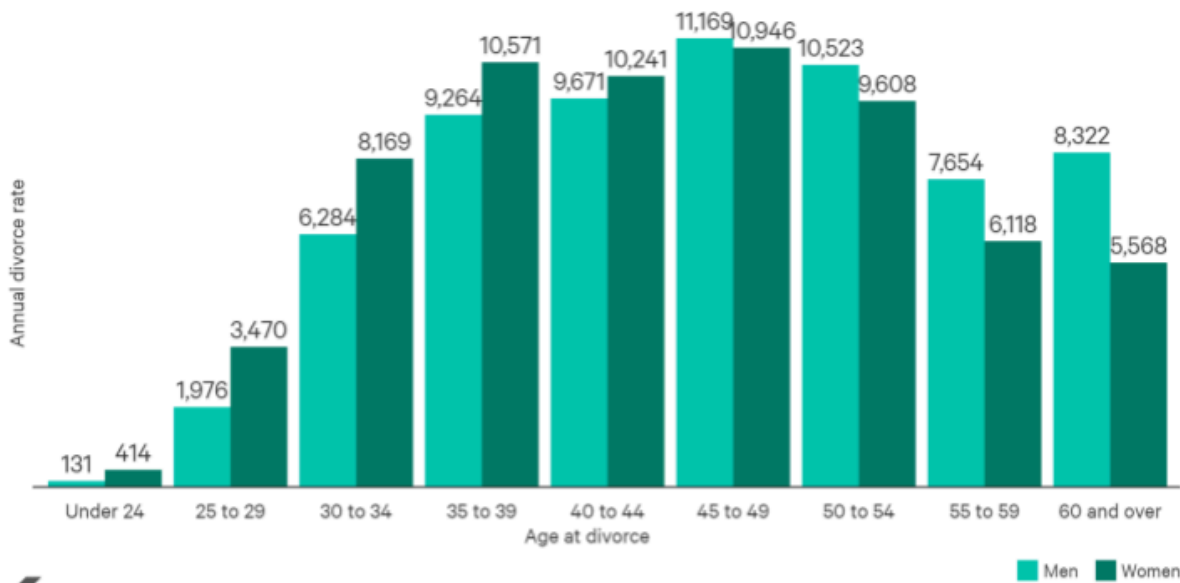
2. Why would some religious and non-religious people be accepting of pre-marital sex?

3. How would these statistics look different in the 1950s?

LE3 and L4: Sex Before Marriage, and Divorce

Number of Divorces by Age

The average age at divorce is years old for 47.7 men and 45.3 for women



 NimbleFins

Is Premarital Sex Accepted Among Religious People?

Religious people are well-known for taking a more moralistic approach to sex and relationships, but what are the actual numbers behind it?



English

Macbeth 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:

An Introduction

William Shakespeare was a **renowned** English poet, playwright, and actor born in 1564 in Stratford-upon-Avon. His birthday is most commonly celebrated on 23 April (see When was Shakespeare born), which is also believed to be the date he died in 1616.

Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English **Renaissance** or the Early Modern Period). Shakespeare's plays are perhaps his most enduring legacy, but they are not all he wrote. Shakespeare's poems also remain popular to this day.

Shakespeare in London

Shakespeare's career jump-started in London, but when did he go there? We know Shakespeare's twins were baptised in 1585, and that by 1592 his reputation was established in London, but the intervening years are considered a mystery. **Scholars** generally refer to these years as 'The Lost Years'.

During his time in London, Shakespeare's first printed works were published. They were two long poems, 'Venus and Adonis' (1593) and 'The Rape of Lucrece' (1594). He also became a founding member of The Lord Chamberlain's Men, a company of actors. Shakespeare was the company's regular dramatist, producing on average two plays a year, for almost twenty years.

He remained with the company for the rest of his career, during which time it evolved into The King's Men under the patronage of King James I (from 1603). During his time in the company Shakespeare wrote many of his most famous tragedies, such as *King Lear* and *Macbeth*, as well as great romances, like *The Winter's Tale* and *The Tempest*.

New Place; a home in Stratford-upon-Avon

Shakespeare's success in the London theatres made him considerably wealthy, and by 1597 he was able to purchase New Place, the largest house in the borough of Stratford-upon-Avon. Although his professional career was spent in London, he maintained close links with his native town.

Recent archaeological evidence discovered on the site of Shakespeare's New Place shows that Shakespeare was only ever an **intermittent** lodger in London. This suggests he divided his time between Stratford and London (a two or three-day commute). In his later years, he may have spent more time in Stratford-upon-Avon than scholars previously thought.

On his father's death in 1601, William Shakespeare inherited the old family home in Henley Street part of which was then leased to tenants. Further property investments in Stratford followed, including the purchase of 107 acres of land in 1602.

Shakespeare died in Stratford-upon-Avon on 23 April 1616 at the age of 52. He is buried in the sanctuary of the parish church, Holy Trinity.

Task Two

1. What are the years referred to as "The Lost Years," and why are they considered a mystery?

2. What were the first two printed works of Shakespeare, and in what years were they published?

3. How did Shakespeare's role change when The Lord Chamberlain's Men became The King's Men?

4. What evidence suggests that Shakespeare divided his time between Stratford-upon-Avon and London?

5. What significant property did Shakespeare purchase in 1597, and what other investments did he make in Stratford?

Shakespeare's Works

Altogether Shakespeare's works include 38 plays, 2 narrative poems, 154 sonnets, and a variety of other poems. No original **manuscripts** of Shakespeare's plays are known to exist today. It is actually thanks to a group of actors from Shakespeare's company that we have about half of the plays at all. They collected them for publication after Shakespeare died, preserving the plays. These writings were brought together in what is known as the First Folio ('Folio' refers to the size of the paper used). It contained 36 of his plays, but none of his poetry.

Shakespeare's **legacy** is as rich and diverse as his work; his plays have spawned countless adaptations across multiple genres and cultures. His plays have had an enduring presence on stage and film. His writings have been compiled in various iterations of *The Complete Works of William Shakespeare*, which include all of his plays, sonnets, and other poems. William Shakespeare continues to be one of the most important literary figures of the English language.

Shakespeare's Career

Shakespeare's reputation was established in London by 1592. It was during this time that Shakespeare wrote his earliest plays, including *Henry VI Part 1*, *Henry VI Part 2*, *Henry VI Part 3*, *The Two Gentlemen of Verona*, and *Titus Andronicus*, though it is often debated which of these plays was actually the first.

Shakespeare's first printed works were two long poems, 'Venus and Adonis' (1593) and 'The Rape of Lucrece' (1594). These two of Shakespeare's poems were both dedicated to Henry Wriothesley, Earl of Southampton, who had become his patron.

After the plague **epidemic** subsided, Shakespeare and other actors who had previously belonged to different companies combined to form the Lord Chamberlain's Men. This new theatre company was under the patronage of the Lord Chamberlain, and Richard Burbage starred as its leading actor. As a member of the troupe, Shakespeare also became a sharer in

the company's overall income. For almost twenty years William Shakespeare was its regular dramatist, producing on average two plays a year. Shakespeare stayed with the Chamberlain's Men, which would later evolve into the King's Men under the patronage of King James I, for the rest of his career. He also became a member of the syndicates which owned the Globe and the Blackfriars Theatre.

During his lifetime, Shakespeare provoked the envy and admiration of fellow writers, as we know from their surviving comments in print. The First Folio, an unprecedented collection of a playwright's work, is the best illustration of the pre-eminence awarded to him. Ben Jonson's tribute to him, printed in this volume, famously praised him as:

".....Soule of the Age!
The applause! Delight! The wonder of our Stage...
He was not of an age, but for all time!"

The memorial statue erected by his family in Holy Trinity Church, Stratford-upon-Avon also demonstrates his status as a prosperous man of property as well as a famous poet.

Task Two

1. What are the different types of works included in Shakespeare's overall body of work?

2. How did the First Folio contribute to the preservation of Shakespeare's plays?

3. Which plays are mentioned as some of Shakespeare's earliest works, and why is their order debated?

4. What role did Henry Wriothesley, Earl of Southampton, play in Shakespeare's career?

5. How did the formation of the Lord Chamberlain's Men affect Shakespeare's professional and financial status?

Week 3

What Is a Tragedy?

The term "tragedy" **derives** from the Greek word *tragoidia*, which means the "song of the goat". It was called the "song of the goat" because, in the past, the theatre performers used to wear goatskin costumes to portray mischievous **satyrs** to add an element of **eccentricity** to their performance. Today, the term tragedy has evolved to refer to any form of art that ends with an unhappy note. A Shakespearean tragedy is a specific type of tragedy – a written work with a sad ending where the hero either dies or ends up mentally, emotionally, or spiritually devastated beyond recovery.

The 9 Elements of a Shakespearean Tragedy:

1. The Tragic Hero

A tragic hero is one of the most significant elements of a Shakespearean tragedy. This type of tragedy is essentially a one-man show. It is a story about one, or sometimes two, characters. The hero may be either male or female, and he or she must suffer because of some flaw of character, because of inevitable fate, or both. The hero must be *the most* tragic personality in the play.

2. Good vs. Evil

Shakespearean tragedies play out the struggle between good and evil. Most of them deal with the supremacy of evil and suppression of good. According to Edward Dowden, a 19th-century noted poet and literary critic, "Tragedy as **conceived** by Shakespeare is concerned with the ruin or restoration of the soul and of the life of man. In other words, its subject is the struggle of Good and Evil in the world."

3. Hamartia

Hamartia is the Greek word for "sin" or "error", which derives from the verb *hamatanein*, meaning "to err" or "to miss the mark". In other words, hamartia refers to the hero's tragic flaw. It is another absolutely critical element of a Shakespearean tragedy. Every hero falls due to some flaw in his or her character. Here I will once again reference A. C. Bradley, who

asserts, "The calamities and catastrophe follow inevitably from the deeds of men and the main source of these deeds is character." As a result of the fatal flaw, the hero falls from a high position, which usually leads to his/her unavoidable death.

4. Tragic Waste

In Shakespearean tragedies, the hero usually dies along with his opponent. The death of a hero is not an ordinary death; it encompasses the loss of an exceptionally intellectual, honest, intelligent, noble, and **virtuous** person. In a tragedy, when good is destroyed along with evil, the loss is known as a "tragic waste".

5. Conflict

Conflict is another important element of a Shakespearean tragedy. There are two types of conflicts:

External conflict plays a vital role in the tragedies of Shakespeare. External conflict causes internal conflict in the mind of the tragic hero.

Internal conflict is one of the most essential elements in a Shakespearean tragedy. It refers to the confusion in the mind of the hero. Internal conflict is responsible for the hero's fall, along with fate or destiny. The tragic hero always faces a critical dilemma. Often, he cannot make a decision, which results in his ultimate failure.

6. Catharsis

Catharsis is another important feature of a Shakespearean tragedy. It refers to the cleansing of the audience's pent-up emotions. In other words, Shakespearean tragedies help the audience to feel and release emotions through the aid of tragedy. When we watch a tragedy, we identify with the characters and take their losses personally.

7. Supernatural Elements

Supernatural elements are one of the key characteristics of a Shakespearean tragedy. They play an important role in creating an atmosphere of awe, wonder, and sometimes fear. Supernatural elements are typically used to advance the story and drive the plot.

8. Absence of Poetic Justice

Poetic justice means good is rewarded and evil is punished; it refers to a situation in which everything comes to a fitting and just end.

9. Comic Relief

Comic relief is our final key element. Shakespeare didn't follow in the footsteps of his classical predecessors when writing tragedies. Greek and Roman writers didn't use comic relief, but Shakespeare wanted to relieve the tension for the reader and lighten up the mood here and there.

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 2

1. What is the origin of the term "tragedy," and how has its meaning evolved over time?

2. Describe the concept of a tragic hero in a Shakespearean tragedy and the significance of their flaws.

3. How does the theme of good versus evil manifest in Shakespearean tragedies?

4. What is the role of catharsis in a Shakespearean tragedy, and how does it affect the audience?

5. Explain the purpose of comic relief in Shakespearean tragedies and how it differs from classical traditions.

Geography Quiz 1:

Which of the following best describes a *non-renewable* energy source?

- A. Energy that can be replenished quickly
 - B. Energy that is finite and takes millions of years to form
 - C. Energy that does not emit greenhouse gases
 - D. Energy derived from wind and sunlight
-

Why is the UK's energy mix changing?

- A. Coal and gas reserves are increasing
 - B. Renewable energy has become less reliable
 - C. Non-renewable resources are depleting and extraction costs are rising
 - D. The government has banned nuclear energy
-

Which of the following is a major reason for *uneven global energy consumption*?

- A. Equal access to technology worldwide
 - B. Similar wealth levels in all countries
 - C. Differences in resource availability and economic development
 - D. Uniform global population distribution
-

What is one major impact of lacking sufficient energy in developing countries?

- A. Improved industrial growth
 - B. Increased job opportunities
 - C. Reduced economic and social well-being
 - D. Higher disposable income
-

What is a key environmental reason for the UK's shift away from fossil fuels?

- A. Reduction in wind speeds
 - B. Increase in CO₂ emissions contributing to climate change
 - C. Lack of sunlight for solar energy
 - D. Ban on nuclear energy
-

What does “NIMBY” stand for?

- A. National Industrial Mining Bureau
 - B. Not In My Backyard
 - C. New Infrastructure Management Board
 - D. Natural Impact Management by Year
-

Which of the following is *not* a renewable energy source?

- A. Solar
 - B. Wind
 - C. Coal
 - D. Tidal
-

Which of these statements about renewable energy is true?

- A. It produces greenhouse gases during operation
 - B. It is finite and unsustainable
 - C. It can help countries become energy self-sufficient
 - D. It cannot create employment opportunities
-

What is a major challenge of renewable energy sources like wind and solar?

- A. They produce excessive CO₂
 - B. They are unreliable depending on weather conditions
 - C. They require fossil fuels to operate
 - D. They cannot generate electricity
-

What is *fracking* primarily used to extract?

- A. Coal
- B. Oil
- C. Shale gas
- D. Uranium

Geography Quiz 2:

What is one environmental risk associated with fracking?

- A. Oil spills in oceans
 - B. Groundwater contamination from fracking fluids
 - C. Increased solar radiation
 - D. Destruction of wind farms
-

Which of the following best describes *well-being*?

- A. The total national income of a country
 - B. A person's comfort, health, and happiness
 - C. The number of jobs in the energy sector
 - D. The efficiency of renewable systems
-

Why is energy consumption increasing worldwide?

- A. Most countries are becoming more developed and wealthier
 - B. Population is declining globally
 - C. Fossil fuels are being banned worldwide
 - D. Renewable energy use is decreasing
-

What is a key *opportunity* of non-renewable energy?

- A. It is easily replaced once used
 - B. It creates large numbers of jobs and tax income
 - C. It emits no greenhouse gases
 - D. It requires no extraction costs
-

What is a major *challenge* of non-renewable energy sources?

- A. They are unreliable
 - B. They cause minimal environmental damage
 - C. They produce greenhouse gases that contribute to climate change
 - D. They are too cheap to regulate
-

Which UK location is mentioned as a potential site for fracking?

- A. Cornwall
 - B. Blackpool
 - C. London
 - D. Aberdeen
-

How can fracking affect property values near drilling sites?

- A. It increases them due to job creation
 - B. It decreases them due to noise, pollution, and landscape changes
 - C. It stabilizes them by boosting tourism
 - D. It has no effect
-

Which of the following is a disadvantage of hydroelectric power?

- A. It emits high levels of CO₂
 - B. It depends on fossil fuels
 - C. It can displace communities and destroy habitats
 - D. It cannot generate electricity continuously
-

What is a *disposable income*?

- A. Total wages before taxes
 - B. Government income from energy taxes
 - C. Money remaining after paying bills and expenses
 - D. Income earned only from renewable energy jobs
-

Why might some people oppose renewable energy projects near their homes?

- A. They do not produce enough CO₂
- B. They reduce local air quality
- C. They are visually intrusive and could lower property values
- D. They increase fossil fuel imports

Food Technology

Task 1 - Meat Alternatives

1) Define what is meant by the term meat alternatives.

2) List 5 examples of meal alternatives.

- _____
- _____
- _____
- _____
- _____

3) Swap the meat in the following dishes with a suitable alternative using the following website to help you. <https://www.quorn.co.uk/>

Beef mince fajitas - _____

Beef burger- _____

Chicken tomato pasta- _____

Task 2 - Carbohydrate Theory

1) Carbohydrates are classified as which type of nutrient?

Tick the correct answer:

- Micronutrient
- Macronutrient

2) What is the function of carbohydrates in the body?

3) Using your response to the above question, why is this function important?

4) There are three types of carbohydrates, fibre is one of these types.

a) Identify the two other types of carbohydrates.

1) S _____

2) S _____

b) Which type of carbohydrate breaks down at a fast rate in the body leading to a rapid rise in blood glucose (blood sugar) levels?

5) Fibre takes a longer period of time to break down in our body. Identify which type of bread, pasta and cereal provides the higher amount of fibre. Circle your answer.



6) List two health benefits of having fibre in the diet:

- _____
- _____
- _____

Task 3 - Fats Theory

1) State three different functions of fats.

2) Two main types of fats are called saturated and unsaturated fats. These are sometimes referred to as “good fats” and “bad fats”.

Identify which term is used for “good fats” and “bad fats”.

Saturated fats- _____

Unsaturated fats- _____

3) It is recommended that we reduce the amount of fats we eat overall, however especially saturated fats, for health reasons.

Explain why we need to reduce the intake of fats to benefit our health. (consider certain health conditions in your response).

Homework continues on the next page...

4) Identify if the following foods provide saturated or unsaturated fats.

Avocado  _____

Steak  _____

Cheese  _____

Salmon  _____

Whole milk  _____

5) Identify two tips to help reduce intake of unhealthy (saturated) fats.

Example one: Measure the amount of oil you use with a teaspoon or use a spray bottle.

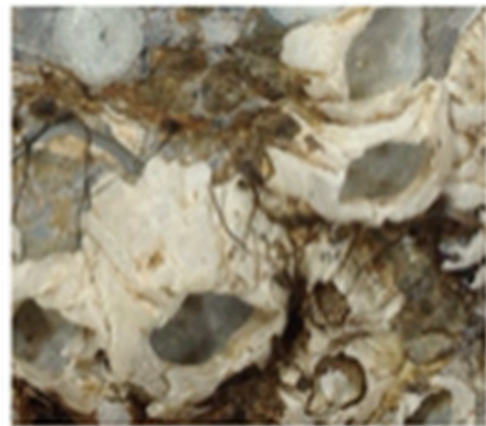
Example two: reduce your intake of processed meats like hamburgers and sausages and choose lean meats (meats with less fat) like skinless chicken, turkey and fish.

- _____

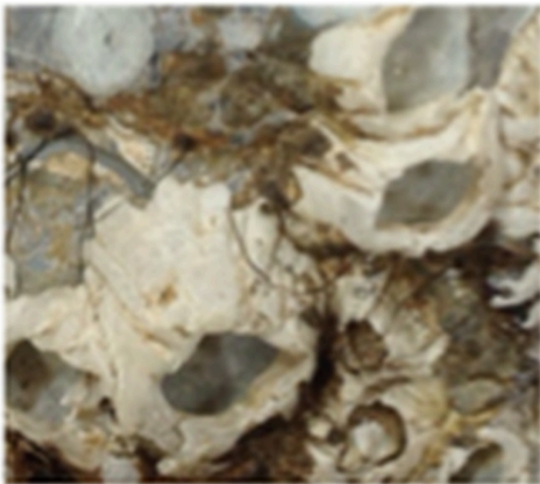
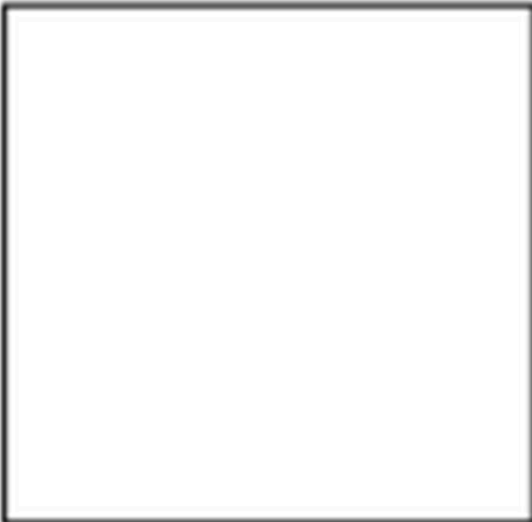
- _____

Homework Task 4

Natural Form:
Using the sheet provided, copy the texture using colouring pencils or biro.



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



Homework Task 5

Using the example below, create an architecture moodboard:

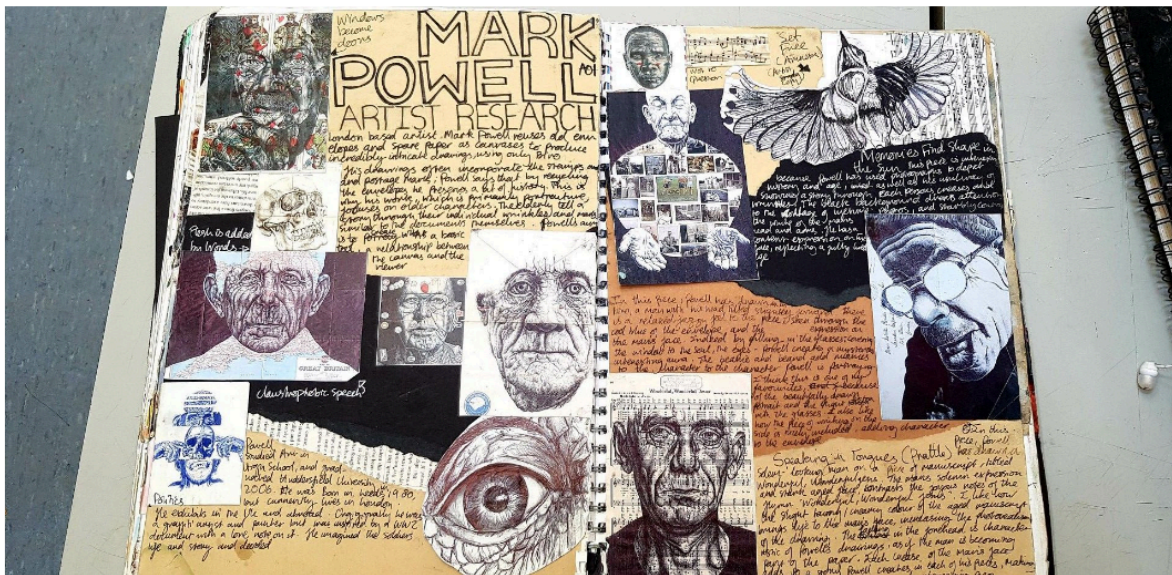


You can do this digitally or you can print the images and stick them down.

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

Homework Task 6

Research an architect of your choice and create an artist research page for them. Use the example below to help you:



Information to record from your teacher

Homework 6

Date Set Date Due.....

Completed: Yes/No

History - World War II (Set 1)

Reading

World War II began in September 1939 when Germany invaded Poland. Britain and France declared war on Germany two days later. The war lasted six years and involved countries across Europe, Asia, Africa and the Americas. It was one of the deadliest conflicts in history, resulting in the deaths of tens of millions of people. Key events included the Battle of Britain, the Blitz, the invasion of the Soviet Union and the D-Day landings. The war finally ended in 1945 when Germany and then Japan surrendered.

Comprehension Questions

1. What year did WWII begin?
2. Which country did Germany invade first?
3. Who declared war on Germany after the invasion?
4. How long did the war last?
5. Name one major event during the war.

History – World War II (Set 2)

Reading

Life on the Home Front in Britain changed dramatically during the war. People used ration books to buy limited amounts of food and clothing. Children were evacuated to the countryside to protect them from air raids, especially in big cities like London. The government used propaganda to encourage people to work hard, support the war and stay positive. Women took on new roles in factories, on farms and in the armed forces, replacing men who were away fighting. The Home Front was essential to Britain's ability to keep fighting.

Comprehension Questions

1. What was rationing and why was it introduced?
2. Why were children evacuated?
3. How did the government encourage support for the war?

Forces and Motion: Retrieval 1

What is the unit of force?

Give an example of a contact force

Give an example of a non-contact force

What is drag?

How can drag be reduced?

The effect of a force on the extension of a spring can be investigated using this apparatus.

a) What is meant by the term extension?

b) How could you increase the extension of the spring?

The relationship between force and extension is

linear. What is a linear relationship?

Pressure: retrieval 2

Which shoe will exert more pressure and why?

Explain why water comes out of the bottom hole the furthest.

Describe how animals are adapted to cope with high pressure.

Forces and Motion: retrieval 3

What are the units of speed?

What is the equation for calculating speed?

A dog runs 50 metres in 25 seconds. What is the speed of the dog?

_____ =
_____ m/s

A sound wave travels a distance of 686 m in a time of 2 seconds. Calculate the speed of sound.

= _____ m/s

FRENCH

2) What did you do on your holiday? – Narrate an event Qu'est-ce que tu as fait?

Le premier jour	j'ai joué	au foot. au volley. au rugby. aux cartes.
Le deuxième jour		
Le dernier jour	j'ai fait	de l'équitation. de la natation.
D'abord	j'ai visité	un marché. le port. un musée. des monuments.
Puis		
Ensuite	j'ai nagé	dans la mer. dans la piscine.
Après	j'ai mangé au restaurant. j'ai acheté des souvenirs / cadeaux.	
Le matin	j'ai lu un livre. j'ai pris des photos / selfies. j'ai bronze. je suis allé(e) à la plage. je me suis reposé(e).	
L'après- midi		

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French	English	French	English	French
malheureusement	unfortunately			
j'ai perdu	I lost			
j'ai oublié	I forgot			
mon passeport/ mes clés / mon portable	my passport/ my keys / my phone			
j'ai vomi	I threw up			
j'ai pris un coup de soleil	I got sunburnt			

French	English	French	English	French
malheureusement	unfortunately			
j'ai pris un coup de soleil	I got sunburnt			
j'ai raté l'avion	I missed the plane			
il y avait des cafards	there were cockroaches			
il n'y avait pas de piscine	there was no swimming pool			
quel dommage !	what a shame!			
quel cauchemar !	what a nightmare!			

2) What did you do on your holiday? – Narrate a disaster

Malheureusement	j'ai perdu	mes clés	Quel dommage ! Quel cauchemar !	J'ai detesté mes vacances. Je n'ai pas (du tout) aimé mes vacances.
	j'ai oublié	mon passeport		
	j'ai vomi	mon portable		
	j'ai pris un coup de soleil	mon porte-monnaie		
	j'ai raté l'avion	ma grand-mère		
	Il y avait des cafards	mon petit frère		
	Il n'y avait pas de piscine/ Wi-Fi			

French	English	French	English	French
je vais aller	I am going to go			
je vais passer mes prochaines vacances	I am going to spend my next holiday			
parce que	because			
il y a beaucoup de choses à faire	There are many things to do			
il y a beaucoup de choses à voir	There are many things to see			
c'est un beau pays	it's a beautiful country			
il fait beau	the weather is nice			
il fait chaud	the weather is hot			

3) Where are you going to spend your next holidays?

Où vas-tu passer tes prochaines vacances?

À mon avis	je vais aller	en France	car	il fait chaud.
Je crois que	je vais passer mes prochaines vacances	au Pays de Galles		c'est un beau pays.
Je pense que		aux États-Unis		c'est magnifique.
Il me semble que		à Londres		c'est intéressant.
Je dirais que		à Coventry		il y a beaucoup de choses à faire.
	je vais rester	chez moi		il y a beaucoup de choses à voir.

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The Big Write!



Where did you go on holiday? With whom? How did you get there?	
Where did you stay? What was it like?	
What did you do? (Narrate using sequencers) Was there a disaster?	
Where will you go next time?	

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SPANISH

2) What did you do on your holiday? - Narrate an event

• ¿Qué hiciste durante las vacaciones?

El primer día	jugué	al fútbol. al voleibol. al rugby. a las cartas.
El segundo día		
El último día	hice	equitación. natación.
Primero	visité	un mercado. el puerto. un museo. monumentos.
Luego		
Entonces	nadé	en el mar. en la piscina.
Después	comí en un restaurant. bebí batidos / una limonada / zumo. compré recuerdos / regalos.	
Por la mañana	leí un libro. saqué fotos / selfies.	
Por la tarde	tomé el sol. fui a la playa. descansé.	

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Spanish	English	Spanish	English	Spanish
desafortunadamente	unfortunately			
perdí	I lost			
olvidé	I forgot			
mi pasaporte / monedero / móvil	my passport/ my wallet / my phone			
vomitó	I threw up			
Me quemé con el sol	I got sunburnt			

Spanish	English	Spanish	English	Spanish
desafortunadamente	unfortunately			
perdí el vuelo / avión	I missed the plane			
había cucarachas	there were cockroaches			
no había piscina / Wi-Fi	there was no swimming pool / Wi-Fi			
¡Qué horror!	How horrible!			
¡Qué lástima!	What a shame!			

2) What did you do on your holiday? – Narrate a disaster

Desafortunadamente	perdí	mis llaves mi pasaporte mi móvil	¡qué lástima!	Odié mis vacaciones.
	olvidé	mi monedero mi abuela mi hermanito		
	vomitó		¡qué pesadilla!	mis vacaciones.
	me quemé con el sol perdí el vuelo / avión había cucarachas no había piscina / Wi-Fi / televisión			

Spanish	English	Spanish	English	Spanish
voy a ir	I am going to go			
voy a pasar mis próximas vacaciones	I am going to spend my next holiday			
me voy a quedar	I will stay			
porque	because			
hay mucho que hacer	there is a lot to do			
hace calor	it's hot			
es un país bonito	it's a beautiful country			

3) Where will you spend your next holidays?

¿Adónde vas a pasar tus próximas vacaciones?

En mi opinión	voy a ir	a Francia		hace calor
Creo que		a gales		es un país bonito
Pienso que	voy a pasar mis próximas vacaciones	a los Estados Unidos	porque	es magnífico
En julio		a Londres	ya que	es relajante
En agosto	me voy a quedar	a Coventry	dado que	es interesante
		a casa	debido que	hay mucho que hacer

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The Big Write!



Where did you go on holiday? With whom? How did you get there?	
Where did you stay? What was it like?	
What did you do? (Narrate using sequencers) Was there a disaster?	
Where will you go next time?	

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Performing Arts: Homework 1

Baroque Period

Draw a line to match the keyword with the definition.

Baroque Period
Ornamentation
Canon
Harpsichord
Strings
Polyphony
Composer
Texture
Ground Bass
Melody

The main tune
Decorative additions to a melody line
Someone who writes music
The most used family of instruments in the Baroque period. They include the violin, cello and double bass.
Era from 1600-1750
How the layers of sound are arranged. A musical element.
Two or more melodies playing at the same time. A type of texture.
A repetitive bass line
Instruments play the same melody but start at different times.
A keyboard instrument used commonly before the piano was invented

Performing Arts: Homework 2:

Classical period

Q1: What instrument was invented during this period and replaced the harpsichord?

.....
.....

Q2: When was the Classical period?

.....
.....

Q3: The texture of music becomes mostly **homophonic** during this period. What does this mean?

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

Q4: Name two ways to develop a melody:

- a).....
- b).....

Q5: What is a sequence?

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

Q6: Here is a short melody. Develop it by making it into a sequence. You can begin by copying the melody below. Remember to move all the notes of the melody by the same amount each time.



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

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

Homework 3:

Romantic Period

Sort the statements into the different musical periods in the table below to see how music developed from the Baroque to Romantic periods.

Baroque	Classical	Romantic

Music is elaborate
Lots of solo piano music
1600-1750
Homophonic
Music is dramatic and emotional
Polyphonic
Orchestra is very large
Harpichord
Short, regular phrases
Small orchestra - mostly strings
Pieces can mood frequently
Block dynamics
Ornamentation
1810-1900
Music is simple and elegant
Piano first used
Pieces in one mood
More instruments - bigger orchestra
1750-1810
Long, virtuosic melodies
Homphonic
Extreme changes in dynamics
Pieces may change mood
Gradual changes in dynamics

