

# Half-Term 3

## Year 8 Homework

### Academic Year 2025/26



Name: \_\_\_\_\_

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## Maths

[www.sparxmaths.com](http://www.sparxmaths.com)

**Username:**

**Password:**

<b>Week</b>	<b>Topic</b>	<b>Score</b>
<b>1</b>	Equations and Inequalities	
<b>2</b>	Equations and Inequalities	
<b>3</b>	Algebraic Sequences and Indices	
<b>4</b>	Algebraic Sequences and Indices	
<b>5</b>	Fractions and Percentages	
<b>6</b>	Fractions and Percentages	

### Drama task 1:

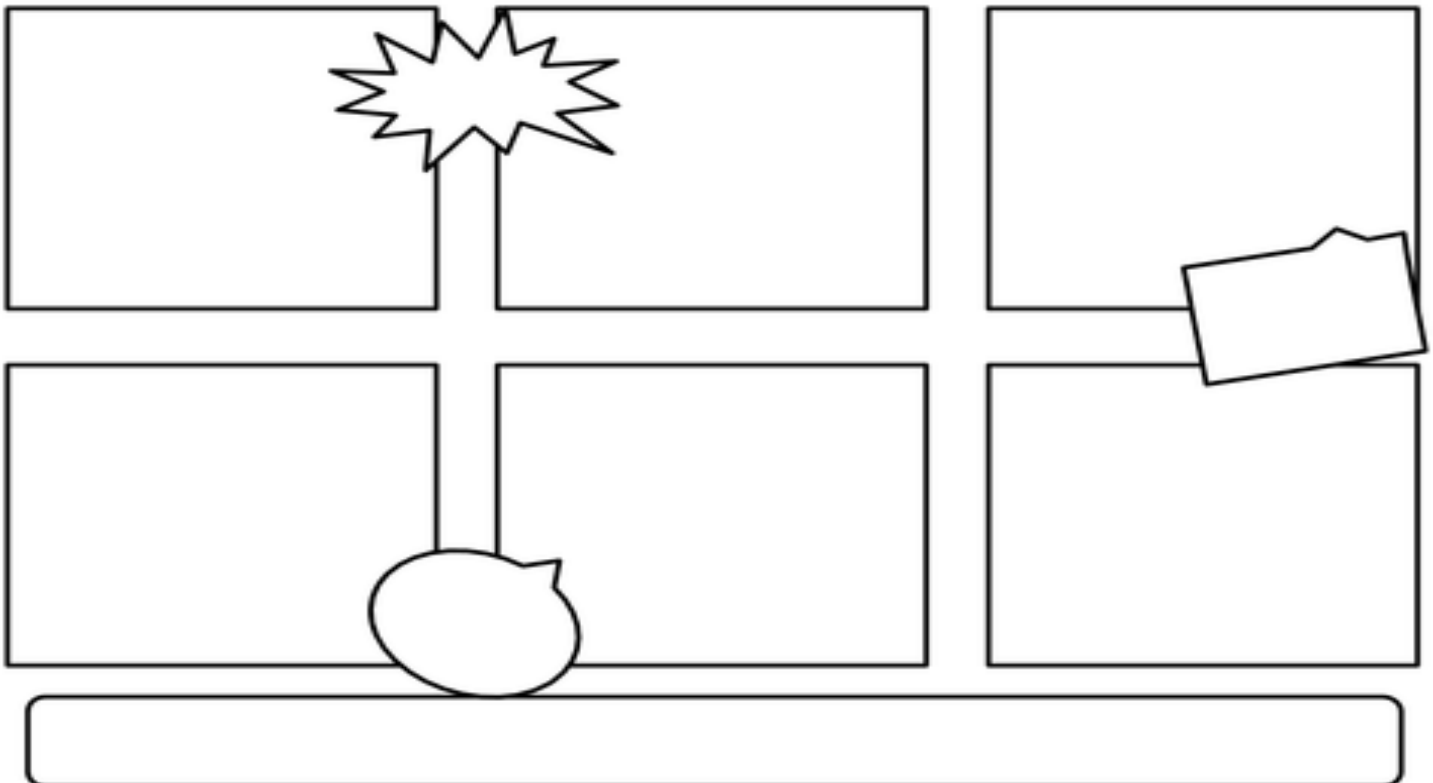
Create a storyboard of the plot of Buggy Malone.

Use photos or drawings to show the key moments.

Include narrations that tell the story

#### Success Criteria:

- Detailed drawings
- Clear narrative
- All key points covered
- Coloured pictures
- Named characters
- Detailed explanation
- Pictures link to narrative



## Drama: Task 2: The Big Write

*When performing as a character from Bugsy Malone, how can I use my physical and vocal skills to portray a character to the audience?*

### **Key word bank:**

**Proxemics:** How close/ far on stage

**Levels:** The height the actor is at:

**Body Language:** Using your body to tell a story

**Facial expression:** Showing emotion on your face

**Tone:** The emotion in your voice

**Volume:** How loud or quiet you speak

**Pace:** The speed in which you talk

### Remember...

- Describe and justify how you would perform as this character
- Explain how you would use your vocal and physical skills

### Sentence starters...

- As a character in Bugsy Malone, I would use the physical skill of.....because.....
- As a character in Bugsy Malone, I would use the vocal skill of.....because.....
- I would demonstrate this skill because.....

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## Drama: Task 3: Costume design

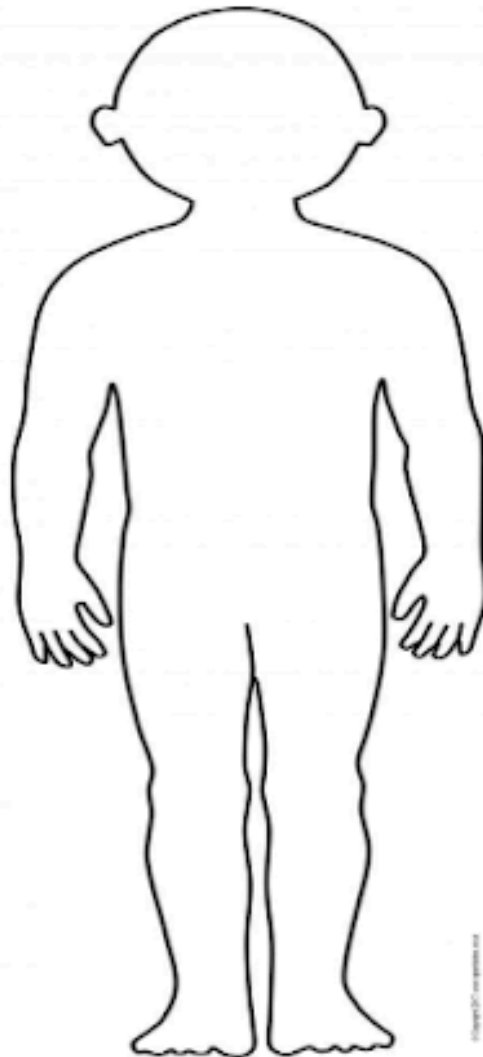
### Your Task

1. Choose one character (make sure you name them)
2. Design a costume for your character

### Success Criteria:

- Label the colours, condition, fit, time period & material
- Label why you have made this choice
- Remember to link to the correct time period and costume

Character: \_\_\_\_\_





## Reading about African Art

African art is one of the oldest and most varied art traditions in the world. It includes sculpture, textiles, masks, pottery, jewellery and body decoration. Many African artworks are created using natural materials such as wood, clay, metal, fabric and beads. Artists often make objects that have a purpose rather than just decoration. For example, masks are used in ceremonies, celebrations and storytelling. The designs, colours and patterns used in African art often have symbolic meanings. A mask might represent bravery, wisdom or the spirit of an ancestor. African artists also use repeated patterns, bold shapes and bright colours to express cultural beliefs and identity.

### Questions

- 1) Name three materials commonly used in African art.
- 2) What are masks used for?
- 3) Why do you think African artists use natural materials?
- 5) What does the word symbolic mean in this text?

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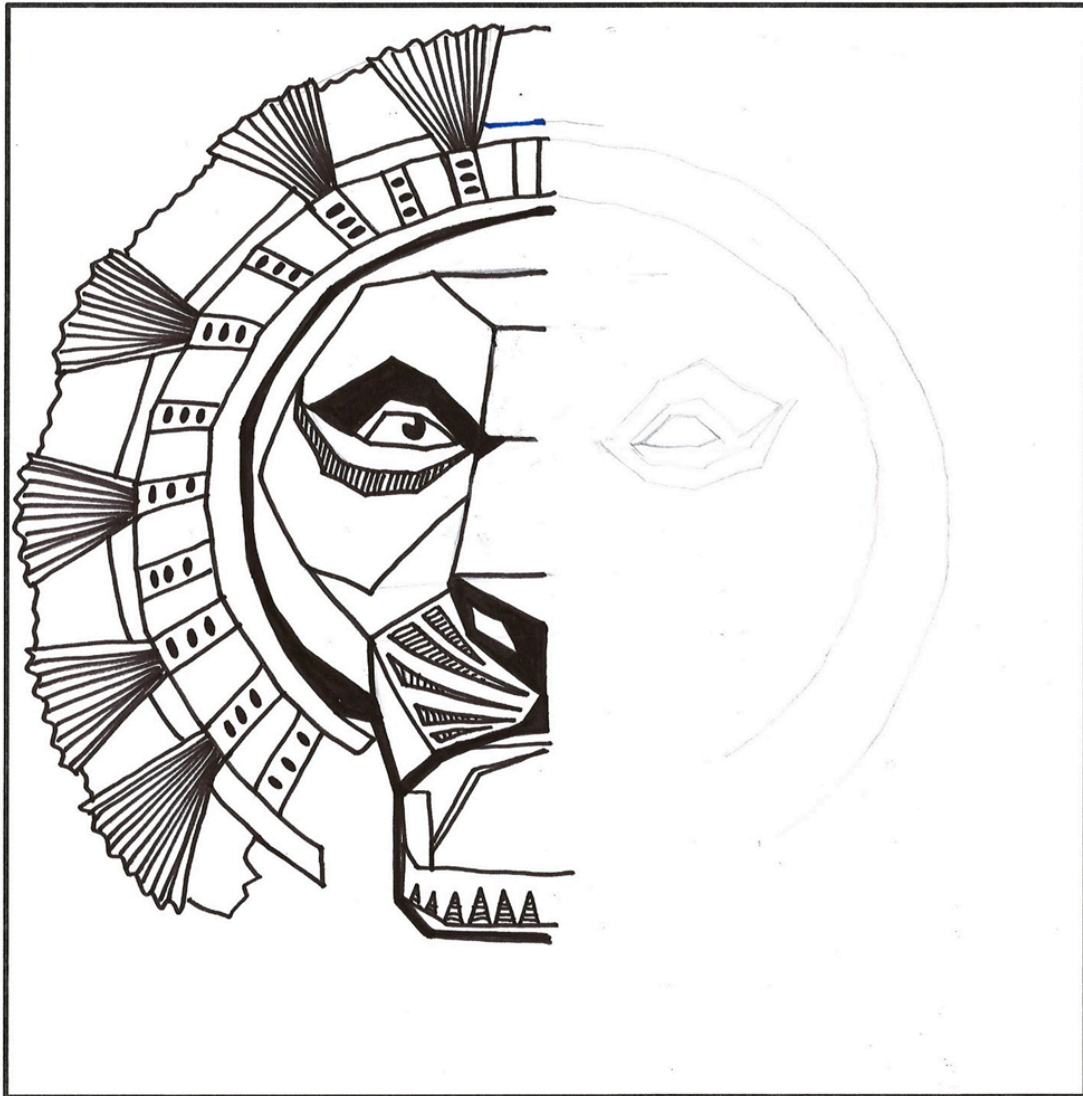
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## African Mask Symmetry

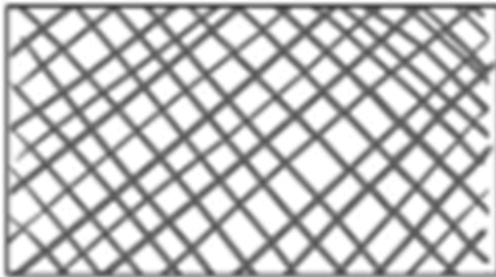
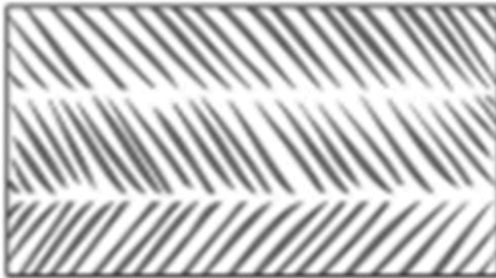
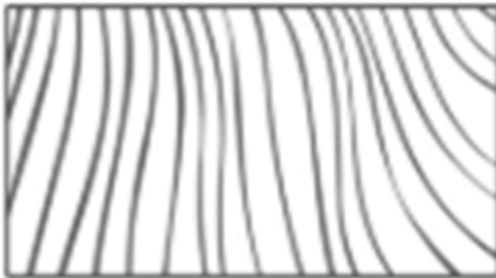
**To Do:**

Draw a mirror image of this African Lion. Use your pencil or fingers to compare measuring from side to side



# DRAWING TEXTURE

Practice drawing texture with a pencil by copying these textured squares on the right squares.



## Geography Tasks

Use the subject summary below to answer the questions on Task 1 and Task 2.

### Development – subject summary

KPI 7.3.1

Where are the poor countries of the world?



Key:  
■ developed countries |  
■ developing countries

1. Development across the world is not even.
  2. As can be seen from the map Brandt made in the 1980s.
  3. The **developed countries** are in the northern hemisphere. The **anomoly** is Australasia.
- NB: The Brandt line was constructed in the 1980s.

KPI 7.3.3

Reasons why some countries develop whilst others do not:

Factors which encourage development.	Factors which hinder development.
<ul style="list-style-type: none"> <li>• A strong government who can enforce taxes and spend them on things like schools and hospitals, to improve quality of life.</li> <li>• <b>Locational benefits</b> such as having a coastline, meaning trade can happen easily with surrounding countries.</li> <li>• Loans used to improve infrastructure, such as roads, meaning that more imports and exports can take place.</li> <li>• <b>Rich in natural resources</b> e.g. coal, oil, fertile soil etc.</li> <li>• Few droughts or problems with access to food, so children do not spend time looking for these things: instead they can attend school and their literacy rate improves.</li> </ul>	<ul style="list-style-type: none"> <li>• Historic <b>colonialism</b> means resources were exploited by the colonial rulers.</li> <li>• <b>Droughts</b> and famines common so people starve, or spend their days looking for water.</li> <li>• <b>Limited natural resources</b>, meaning it is difficult to power industry.</li> <li>• The country is <b>landlocked</b> meaning they have no ports to import and export goods, reducing trade.</li> <li>• <b>Reliance on primary products</b>, leading to a <b>trade deficit</b> and little money to invest in schools and hospitals, therefore life expectancy and literacy could be low in some areas.</li> </ul>

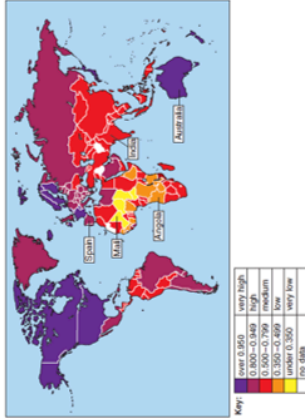
KPI 7.3.2

How do we measure development?

1. **Life expectancy** – The average age you are expected to live to in a country. If this is low the country may have poor health care and an unreliable source of water and food, so would be classed as developing.
2. **Infant mortality** – The number of babies that die per 1000 before their first birthday. If this is high the country may have poor health care, so would be classed as developing.
3. **Birth rate** – The number of births per 1000. If this is high, then the country probably has little access to contraception and sex education, so would be classed as developing.
4. **Literacy rate** – The % of people that can read and write. If this is low it shows people cannot read and write, so some may not have access to schools (developing).
5. **People per doctor** – The number of people to one doctor. If this is high, it means the country has less money to employ doctors, so would be classed as developing.
6. **Access to internet** – The % of people with access to the internet. If this is low it shows that people can't afford computers, phones or tablets. It also shows us that the government might not be able to afford the installation of broadband lines to areas, so the country would be classed as developing.
7. **Access to safe water** – This is the % of people with access to clean water. If this is low, it means that the people do not have clean water running into their homes, either because they can't afford it, or the Government cannot afford to install it (developing).

KPI 7.3.2

Is the Brandt line still relevant?



1. The above map shows the **human development index** scores for different countries.
2. HDI uses three indicators to work out how developed countries are (GDP per capita, life expectancy and literacy rate).
3. As can be seen, many countries in **Africa are still classified as developing**. As shown by the light colours. This shows the Brandt line is still relevant
4. **The USA and Europe are still classified as developed**, which also proves the Brandt line is still relevant.
5. However, **Brazil, China, north and south Africa etc. are more developed today**. This proves that the Brandt line is wrong and out of date, as there is a third category – 'emerging countries.'

KPI 7.3.4

Different types of aid?

- Bilateral aid:** International aid given by one country to another.
- Multilateral aid:** Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
- Short term aid:** Aid given to support a country following a crisis e.g. after an earthquake.
- Long term aid:** Aid given over a prolonged period to support a country's development e.g. teaching farmers different farming techniques.

Development – subject summary

KPI 7.3.4

Advantages and disadvantages of aid?

Good Aid	Bad Aid
<ol style="list-style-type: none"> <li>Aid that gives people the chance to <b>learn new skills</b>, like farming, so people can feed themselves and pass their skills onto other people.</li> <li>Aid that helps people through a disaster like food and medicine during a hurricane; reduces the death toll.</li> <li>Aid that can be used for a <b>long time</b>, like a water pump which is simple and cheap to run and will not break down.</li> </ol>	<ol style="list-style-type: none"> <li>Aid that requires <b>electricity, spare parts</b>, or an expert to fix it <u>e.g.</u> computers. The recipient country could become <b>dependent</b> on the donor.</li> <li>Giving countries <b>food</b> and water year after year, as the people will become <b>dependent</b>.</li> <li>Aid such as <b>loans</b>, or aid where deals are made, could lead to the <b>recipient country getting into debt</b>.</li> </ol>

KPI 7.3.4

Fairtrade as a way of escaping poverty?

Fairtrade is trade between companies in developed countries and producers in developing countries in which **fair prices are paid** to the producers.

Advantages of Fairtrade	Disadvantages of Fairtrade
<ol style="list-style-type: none"> <li>Provides producers with a <b>fair price</b>, meaning they can afford to buy food and medicine for their families.</li> <li>Ensures workers get <b>reasonable working conditions</b> this means that injuries and long working hours are avoided</li> <li>It <b>creates jobs</b> for local people, meaning the government gets taxes to invest in schools and hospitals to improve development.</li> </ol>	<ol style="list-style-type: none"> <li>The product is usually a <b>higher price</b> than a non-fair-trade product. The customer pays more meaning the products may not sell, so the farmers may not make the money they thought they would.</li> <li>The <b>non-fair-trade workers earn less</b> meaning some people are forced into greater poverty and will struggle to provide for their families.</li> </ol>

KPIs:

- 7.3.1 To be able to describe the distribution of developed, developing and newly emerging countries.
- 7.3.2 To be able to identify how development is measured through single development indicators and HDI.
- 7.3.3 To explain the factors that affect development.
- 7.3.4 Assess a strategy that can be used to improve quality of life in a developing country / or region.

KPI 7.3.4



Aid Case Study – Tree Aid

Background

- Set up in the Sahel region of Africa.
- In Mali.
- Run by locals.

Features

- Tree seeds** given, so tree nurseries can be set up for food production, creating 7.2 million trees and helping over 450,000 people.
- Bikes and donkey carts** given so that finished items can be taken to market to sell; these are easy to maintain and stop dependence.
- People taught** how to look after the trees, so they can become self-sufficient.

Success / Sustainability

- More food** such as cashew and shea nuts, which they use to feed themselves and sell, this means they now have money to send children to school, which is improving literacy rates.
- The tree roots stop **soil erosion** meaning that more crops can be grown, and higher yields achieved, increasing profits for farmers.
- The trees **hold moisture** in the area, meaning less drought and less chance of death through dehydration or lack of food.



Task 1:

**1. What does HDI stand for?**

- A. Human Development Information
- B. Human Distribution Index
- C. Human Development Index
- D. Human Data Indicator

**2. Which three indicators are used to calculate HDI?**

- A. Birth rate, GDP, tourism
- B. GDP per capita, life expectancy, literacy rate
- C. Internet access, literacy, exports
- D. Infant mortality, trade, GDP

**3. According to the Brandt Line, where are most developed countries located?**

- A. Southern Hemisphere
- B. Eastern Hemisphere
- C. Western Hemisphere
- D. Northern Hemisphere

**4. Which region is an anomaly to the Brandt Line model?**

- A. South America
- B. Australasia
- C. Europe
- D. Middle East

**5. Which countries challenge the accuracy of the Brandt Line today?**

- A. UK, USA, France
- B. Russia, Japan, Canada
- C. Brazil, China, South Africa
- D. Australia, New Zealand

**6. A high birth rate usually suggests a country...**

- A. Has many hospitals
- B. Has little access to contraception
- C. Is wealthy
- D. Has a high literacy rate

**7. If a country has a high people-per-doctor ratio, this usually means...**

- A. There are many doctors
- B. Healthcare is excellent
- C. The country lacks money to employ doctors
- D. Doctors are not needed

**8. A low literacy rate suggests that...**

- A. School attendance is high
- B. Many people cannot read or write
- C. The country is developed
- D. Everyone has access to the internet

**9. Which of the following is a factor that encourages development?**

- A. Frequent droughts
- B. Being landlocked
- C. A strong government
- D. Reliance on primary products

**10. Which physical factor can help a country trade more easily?**

- A. Being landlocked
- B. Having a coastline
- C. Having mountains
- D. Being far from other countries

Task 2:

**11. Colonialism often slowed development because...**

- A. Colonisers invested heavily in local schools
- B. Resources were taken from colonies
- C. Colonies were left wealthy
- D. Colonisers brought advanced technology for free

**12. What is bilateral aid?**

- A. Aid given by charities
- B. Aid given from one country to another
- C. Aid after natural disasters
- D. Aid given over a long period of time

**13. Short-term aid is usually given...**

- A. To build long-term infrastructure
- B. To hospitals only
- C. After crises like earthquakes
- D. Over many years

**14. What makes long-term aid different?**

- A. It focuses on emergencies
- B. It teaches skills for the future
- C. It is only provided by governments
- D. It always includes loans

**15. Where is the Tree Aid project located?**

- A. Asia
- B. South America
- C. Sahel region of Africa (Mali)
- D. Europe

**16. How does Tree Aid help farmers become self-sufficient?**

- A. By giving money
- B. By providing tree seeds and training
- C. By building hotels
- D. By importing food

**17. Why do the trees planted by Tree Aid help reduce drought?**

- A. Trees produce rainfall
- B. Trees attract animals
- C. Tree roots hold moisture in the soil
- D. Trees replace roads

**18. Which of the following is an example of *good aid*?**

- A. Giving complicated machinery that needs experts to repair
- B. Providing food every year so people rely on it
- C. Teaching farmers new skills
- D. Giving loans that increase debt

**19. What is one disadvantage of Fairtrade?**

- A. Farmers are paid fair prices
- B. It improves working conditions
- C. It can create local jobs
- D. Products often cost more for customers

**20. What is one benefit of Fairtrade?**

- A. Farmers earn less money
- B. It forces people into poverty
- C. Farmers receive fair prices for their products
- D. It reduces the number of jobs

## Homework 1: The Five Pillars of Islam

### PK:

The Five Pillars of Islam are the core beliefs and practices that guide every Muslim's life. They are: Shahadah (faith), declaring belief in one God, Allah; Salah (prayer), performed five times a day; Zakah (charity), giving to those in need; Sawm (fasting during Ramadan), showing discipline and gratitude; and Hajj (pilgrimage to Makkah), which Muslims should try to perform once in their lifetime if they are able. These pillars shape a Muslim's relationship with God and with the community, reminding believers to live with honesty, compassion, and self-discipline.

### Comprehension Questions:

1. What does the Shahadah express?
2. How many times a day do Muslims pray?
3. Why is Zakah important for the Muslim community?
4. What is the purpose of fasting in Ramadan?
5. What conditions must be met before a Muslim performs Hajj?

### Extension (choose one):

- Create a mind map showing the Five Pillars and their meanings.
- Write a 100-word paragraph explaining how the Five Pillars influence a Muslim's daily life.
- Compare Salah and Sawm using a simple table.

### Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx>

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## Homework 2: The Qur'an and the Prophet Muhammad

### PK:

Muslims believe that the Qur'an is the final and perfect word of God, revealed to the Prophet Muhammad over 23 years. Muhammad is seen as the last prophet in a long line that includes figures such as Ibrahim, Musa, and Isa. The Qur'an teaches Muslims how to worship, how to behave, and how to build a just society. Muslims treat the Qur'an with great respect: it is kept clean, placed on a stand, and often read in Arabic. Muhammad's example, known as the Sunnah, also guides Muslims, showing them how to live faithfully and compassionately.

### Comprehension Questions:

1. Why is the Qur'an important to Muslims?
2. Who do Muslims believe Muhammad was?
3. How do Muslims show respect for the Qur'an?
4. What is the Sunnah?
5. How does the Qur'an guide Muslims in daily life?

### Extension (choose one):

- Write a short description of how Muslims prepare to read the Qur'an.
- Create a comparison chart of the role of prophets in Islam and another religion you know.
- Explain why it is important that the Qur'an is read in Arabic.

### Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx>

## Homework 1: Life in a Growing Industrial City

### PK

During the Industrial Revolution (c.1750–1900), Britain changed from a farming country to one filled with rapidly growing towns and factories. New machines such as the spinning jenny and the steam engine allowed huge amounts of goods to be produced quickly. This led thousands of people to move from the countryside to cities in search of work. However, industrial cities were overcrowded, polluted, and often dangerous. Many families lived in cramped back-to-back housing, and diseases like cholera spread easily because fresh water and sewage systems could not keep up with population growth. Despite these problems, industrialisation made Britain wealthier and encouraged new inventions and reforms.

### Comprehension Questions:

1. What caused many people to move to cities during the Industrial Revolution?
2. Name one new machine invented during this period.
3. Why did diseases spread easily in industrial towns?
4. What problems did overcrowding create?
5. How did industrialisation benefit Britain?

### Extension (choose one):

- Sketch a typical industrial street and label the key problems.
- Write a short speech arguing whether life improved or worsened for ordinary people.
- Create a 6-point list of reforms that might improve living conditions.

### Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zkwwxnb>

## Homework 2: Children Working in Factories

**PK.** Children played a major role in powering Britain's industrial growth. In factories and mills, children as young as eight worked long hours because they could be paid less and were small enough to move between tightly packed machinery. Conditions were often harsh: children worked 12–14 hour days, faced strict punishment for mistakes, and accidents were common due to unguarded machines. Reformers such as Lord Shaftesbury campaigned for change, and over time a series of Factory Acts reduced working hours and banned very young children from dangerous work. These laws marked an important shift in attitudes towards childhood and workers' rights.

### Comprehension Questions:

1. Why did factory owners prefer to hire children?
2. What risks did children face while working?
3. Who was one key reformer who campaigned for change?
4. What were the Factory Acts designed to do?
5. How did these reforms change attitudes to childhood?

### Extension (choose one):

- Write a 100-word diary entry from a child mill worker.
- Create a simple poster campaigning for factory reform.
- Produce a comparison table of children's lives before and after the Factory Acts.

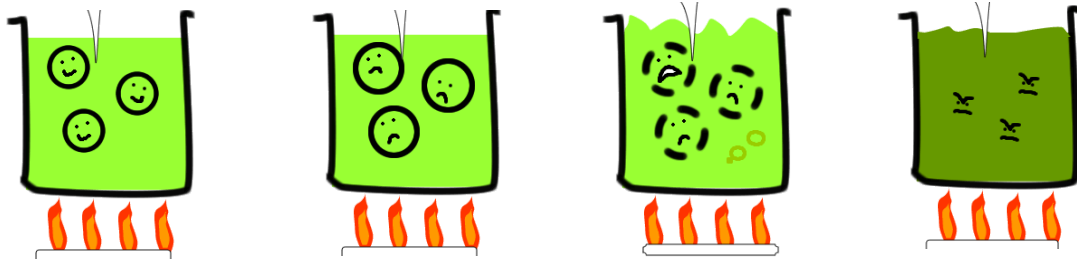
### Further Reading:

<https://www.nationalarchives.gov.uk/education/resources/industrial-revolution/>

Food Technology

What are the three ingredients used to make a roux sauce?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Using the images above to support you. Explain what is meant by *gelatinisation*.

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Adjust the recipe to make it suitable for two portions (2 people). Ensure you add units of measurement.

1 portion Quorn and  
Vegetable Pie

¼ leek

4 button mushrooms

100g Quorn

80mls vegetable stock

15g butter

1 tbsp cornflour

½ tsp dried parsley

2 sheets filo pastry

2 portions Quorn and  
Vegetable Pie

\_\_\_\_\_ leek

\_\_\_\_\_ button mushrooms

\_\_\_\_\_ Quorn

\_\_\_\_\_ vegetable stock

\_\_\_\_\_ butter

\_\_\_\_\_ cornflour

\_\_\_\_\_ dried parsley

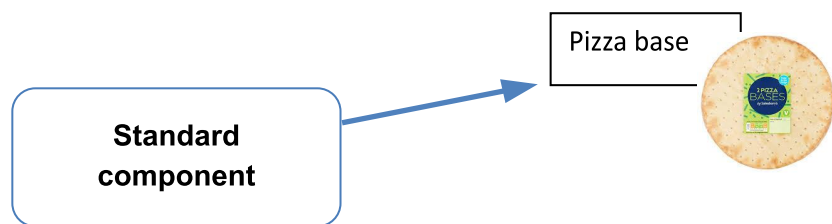
\_\_\_\_\_ sheets filo pastry

**What is a standard component?**

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On the mind map below, add different products that can be used as a standard component to make a food item. An example has been completed for you.



There are advantages (positives) and disadvantages (negatives) to using standard components.

Write down two advantages:

4. 

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5. 

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6. 

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Write down two disadvantages:

7. 

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8. 

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## English Week One: Why The Hunger Games Has Been

This week's text is an article about *The Hunger Games* and the controversy surrounding the teaching of the text in America

The *Hunger Games* series are among the hundreds of books that have been banned or challenged in the United States. But why?

Some books aren't for everyone, but recently it seems that certain American groups believe that those books shouldn't be available for anyone. Book banning is very widespread, and while it may be surprising, a beloved dystopian novel with an upcoming prequel movie is at the center of many US book challenges. That is, of course, *The Hunger Games* series.

*The Hunger Games* follows the story of young Katniss Everdeen -- played by female action hero Jennifer Lawrence in the movies -- who gets thrown into the middle of a twisted **tradition** mandated by the government. Because she admirably volunteers, she's forced to fight for her life in *The Hunger Games*. Her fight for survival quickly becomes a fight for justice and family and a fight against a **corrupt** regime. It's a popular Young Adult **dystopian** novel that, even with its banned book status, paints an important picture for its readers.

According to the American Library Association, *The Hunger Games* has been banned or challenged "due to insensitivity, offensive language, violence, anti-family, anti-ethnic, and occult/satanic" and the 2014 addition of "inserted religious views." While there's clear violence and horrific death scenes in *The Hunger Games* and no room to argue otherwise, there are some serious flaws with the other reasoning.

For starters, there are very strong family values engrained throughout the series. The sole reason Katniss volunteers for the *Games* is to protect her little sister. As the series goes on, Katniss' fight shifts a bit to include providing a better life for her sister Primrose and the rest of their family. At least for the main character, there's no sense of anti-family themes to substantiate the claims. As for the **ethics**, it's a little less black-and-white. The actions throughout the series are extremely **unethical**. Every action by the Capitol ruling the fictional country of Panem, especially *The Hunger Games* is morally and ethically wrong. But the novel makes it very clear that these are horrible. For readers of *The Hunger Games* books and fans of the movies, it's a little confusing how the story could be deemed occultist or Satanic. There's nothing in the book that lines up with Satanism or anything of the occult, nor is there any mention of religion, especially not any specific religions.

Many, many people have speculated that the true reason *The Hunger Games* is banned is not in the official list of reasons. Instead, it can be argued that a big reason for the  **censorship** is the book's themes of **rebellion** and challenging authority. The entire series follows a country being put through the wringer and realizing they're being treated poorly, so characters like Katniss rise up and challenge the Capitol to make things right. The idea of standing up for what's right and challenging **authority** can be an important lesson for anyone to learn. But, for a government that makes questionable decisions, a book encouraging its citizens to stand up for themselves is a threat. Unfortunately, the new cycle of book banning doesn't seem to be slowing down any time soon.

**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**)

<b>Word:</b>	<b>Word:</b>	<b>Word:</b>
Definition:	Definition:	Definition:
<b>Word:</b>	<b>Word:</b>	<b>Word:</b>
Definition:	Definition:	Definition:
<b>Use some words in sentences of your own:</b> _____		
_____		
_____		
_____		

**Task two:**

9. Who played female action here, Katniss Everdeen, in the movies? (1 mark)

\_\_\_\_\_

\_\_\_\_\_

10. What genre is *The Hunger Games*? (1 mark)

\_\_\_\_\_

\_\_\_\_\_

11. Why has *The Hunger Games* been banned in America? (1 mark)

\_\_\_\_\_

\_\_\_\_\_

12. Give one reason the article mentions in support of reading *The Hunger Games*? (1 mark)

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\_\_\_\_\_

13. In your own words, explain why you think *The Hunger Games* should be read by young people.

(4 marks)

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## English Week Two: Ready Player One: Ernest Cline on how his gamer fantasy became a Spielberg film

He dreamed up his novel about a teenage games fanatic while working for internet companies in the 90s. Cline on his real-life geek-to-riches story - and what it was really like working with Steven Spielberg

It took Ernest Cline 10 years to write *Ready Player One*. There were times he thought he would never finish the manuscript, let alone publish it. But the novel, mostly set in a global online pleasure world called Oasis, went on to become a bestseller and was translated into more than 20 languages. Now a film adaptation by Steven Spielberg is in cinemas - a real-life geek-to-riches drama so reflective of the book's plot it seems almost unfeasible.

The sci-fi story's setup is simple. Teen **protagonist** Wade Watts is a games fanatic living in a slum town outside Oklahoma City, but spending most of his time in the **virtual** world. The death of James Halliday, the **eccentric** creator of Oasis, triggers a treasure hunt that revolves around Halliday's main obsession: 1980s pop culture. Whoever solves a series of puzzles within the game becomes its new billionaire CEO. Wade enters the hunt, kicking into gear a breathless nerd **empowerment** fantasy.

"Wade is the **embodiment** of me as a teenager," Cline admits. "The structure of *Ready Player One* was a fun way for me to take all of the useless movie and video-game trivia you **amass** if you're a geek and somehow make it valuable - the key to a vast fortune, which it has proven to be for me."

Cline had been working in IT since the mid-1990s, doing tech support at **emerging** internet firms like CompuServe, where he realised how the internet was about to change the world. In his spare time, he was playing video games - a lot of video games. As a teenager in Austin, Texas, in the early 80s, he had witnessed the dawn of the coin-op era, feeding quarters into Pac-Man, Joust and Robotron machines. As an adult, seeing his work colleagues **ensconced** in online multiplayer games such as *Ultima Online* and *World of Warcraft*, he began imagining what might happen when gaming, the internet and virtual reality **converged**.

At first he dabbled in screenwriting. "The VCR landed in my teenage years, and opened up the whole world of film to me," he says. "It turned me into an uber cinephile, and I watched all my favourite movies over and over again. I felt very much like Wade - my heroes were George Lucas, Steven Spielberg, John Milius, John Hughes. I would order copies of their screenplays and study them."

In the early 2000s, Cline got a film script made, but the movie - *Fanboys*, about a bunch of kids trying to access Skywalker Ranch to see an early cut of *The Phantom Menace* - was **disjointed** and awkward. "It took years for the movie to get made, and my screenplay got heavily altered," he says, recalling battles with producers about changing the plot and characters. "It was all very **dispiriting**. But it prompted me to finish the novel, because I wanted to see what would happen when I had total control over the end product, as opposed to movies where you have almost no control over anything."

*Ready Player One* channels 80s geek obsessions into a text that reflects the language of emerging internet culture. The book has often been criticised for its lack of **characterisation** and **dramatic tension**: the three trials that make up the backbone of the plot are hastily

reported, with constant pop culture references substituting for the character's internal life. But this may be part of its appeal. The novel reads and functions like a video game walkthrough guide, or a forum post about someone's favourite gaming moments; it is **commentary** rather than a **narrative**. It's a novel for people who grew up parsing pop culture through the lens of news group fave lists and flame wars.

Cline acknowledges the book's **solipsistic** focus, and puts it down to his inexperience as a novelist. "In retrospect, one of the ways I made it easier for myself to write the novel was by using a first-person narrative," he says. "Because it was such a **sprawling** story, anchoring the point of view with one character made it easier for me to keep track of what was going on - I could show the whole world from his **perspective**, but this ended up limiting the other characters. One of the biggest advantages of retelling the story cinematically is to give them more to do. Instead of Wade doing *everything*, Art3mis has much more agency - she has a backstory and a personal investment in taking down IOI."

**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**)

<b>Word:</b>	<b>Word:</b>	<b>Word:</b>
Definition:	Definition:	Definition:
<b>Word:</b>	<b>Word:</b>	<b>Word:</b>
Definition:	Definition:	Definition:
<b>Use some words in sentences of your own:</b> _____		
_____		
_____		
_____		

**Task two:**

- How many years did it take Ernest Cline to write *Ready Player One*? (1 mark)

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\_\_\_\_\_

- How many languages has the novel been published in? (1 mark)

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- Who is the protagonist in *Ready Player One*? (1 mark)

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- Why has the book '*often been criticised*'? (1 mark)

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- In your own words, explain why you think *Ready Player One* may be interesting to young people.

(4 marks)

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## English Week Three: The 100 best novels: No 74 - Lord of the Flies by William Golding (1954)

Dismissed at first as "rubbish & dull", Golding's brilliantly observed **dystopian** desert island tale has since become a classic.

*Lord of the Flies* owes much of its dark power and **impetus** to the second world war, in which Golding served as a young naval officer. His experiences at Walcheren in 1944 nurtured an appetite for quasi-medieval extremes, mixing fiction and philosophy, which is not always a recipe for success in novels. However, *Lord of the Flies* remains both universal and yet profoundly English, with nods to Defoe, Stevenson and Jack London

By the 1950s, now teaching at a boys' grammar school, Golding was struggling to make his way as a **novelist**, having had a volume of poems published in 1934. His wife, Ann, who played a crucial role in his creative life, suggested RM Ballantyne's *Coral Island* as a source of **inspiration**. The upshot: a **post-apocalyptic**, dystopian survivor-fantasy about a bunch of pre-teen and teenage boys on a remote tropical island. But this is a far cry from the world of Robinson Crusoe or Long John Silver.

*Lord of the Flies* (whose title derives from one transcription of "Beelzebub") is the work of an English teacher with a taste for big themes, and engages the reader at three levels. First, it's a brilliantly observed study of adolescents **untethered** from rules and conventions. The main players - Ralph, Jack and Piggy - represent **archetypes** of English schoolboy, but Golding gets under their skin and makes them real. He knows how they tick, and draws on his own experience to explore the terrifying breakdown of their community.

Second and third, *Lord of the Flies* presents a view of **humanity** unimaginable before the horrors of Nazi Europe, and then plunges into speculations about mankind in the state of nature. Bleak and specific, but universal, fusing rage and grief, *Lord of the Flies* is both a novel of the 1950s, and for all time. A strange kind of Eden becomes a **desolate** portrait of life in a **post-nuclear** world.

The legend of this iconic post-war novel has become **hoary** with many tellings. When it first arrived at Faber & Faber (its eventual publisher), it was a dog-eared manuscript that had obviously done the rounds. Its first in-house reader, a certain Miss Perkins, famously dismissed it as an "**absurd** and uninteresting fantasy about the explosion of an atom bomb on the Colonies. A group of children who land in jungle country near New Guinea. Rubbish & dull. Pointless." However, a newly recruited young Faber editor, Charles Monteith, disagreed. He saw that the first chapter (about the aftermath of the bomb) could be dropped, fought for the book, and then, having **persuaded** Golding to cut and rewrite, steered it through to publication.

Eventually, the novel would sell approximately 10 million copies, but fame and success did not come overnight. The first printing of about 3,000 copies sold slowly. Gradually, the book's qualities won serious attention. A turning-point occurred when EM Forster chose *Lord of the Flies* as his "outstanding novel of the year." Other reviews described it as "not only a first-rate adventure but a parable of our times".

**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**)

<b>Word:</b> Definition:	<b>Word:</b> Definition:	<b>Word:</b> Definition:
<b>Word:</b> Definition:	<b>Word:</b> Definition:	<b>Word:</b> Definition:
<b>Use some words in sentences of your own:</b> _____ _____ _____ _____		

**Task two:**

1. What words were used to dismiss *Lord of the Flies* when it was first published? (1 mark)

\_\_\_\_\_

\_\_\_\_\_

2. Where is *Lord of the Flies* set? (1 mark)

\_\_\_\_\_

\_\_\_\_\_

3. How many copies of *Lord of the Flies* sold? (1 mark)

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4. What title did EM Forster give to *Lord of the Flies*? (1 mark)

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5. In your own words, explain the key themes in *Lord of the Flies* and how they fit with the Dystopian genre.

(4 marks)

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## Information Technology

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]

**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!")
```

<b>Line 1</b>	
<b>Line 2</b>	
<b>Line 3</b>	
<b>Line 4</b>	
<b>Line 5</b>	
<b>Line 6</b>	
<b>Line 7</b>	

**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!")

```

<b>Line 1</b>	
<b>Line 2</b>	
<b>Line 3</b>	
<b>Line 4</b>	
<b>Line 5</b>	
<b>Line 6</b>	
<b>Line 7</b>	
<b>Line 8</b>	

### Periodic table: retrieval 3

**Q1) Complete the table to show the elements in each compound and how many atoms. The first one has been done for you.**

Formula	How many atoms of each element?
MgO	1 magnesium, 1 oxygen
KOH	
CaCO <sub>3</sub>	
Li <sub>2</sub> O	
Al <sub>2</sub> (SO <sub>4</sub> ) <sub>3</sub>	

**Q2) Complete the table by using the formulae to name each compound.**

**Q3) How would you separate a mixture of iron and sulphur?**

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**Q4) Why can't this method be used to separate iron sulphide into iron and sulphur?**

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## Chemical Reactions Homework 1

1. What is a physical change?

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2. What is a chemical change?

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3. What are the signs a chemical reaction has taken place? (State 3)

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4. What is an endothermic reaction?

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**5. Give an example of an endothermic reaction.**

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**6. What is an exothermic reaction?**

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**7. Give an example of an exothermic reaction.**

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**8. What does thermal decomposition mean?**

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## Chemical Reactions Homework 2

1. What is combustion?

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2. What makes a good fuel?

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3. What is produced during a combustion reaction?

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4. What is the test for carbon dioxide?

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The general equation for the reaction of metals with oxygen is:



5. Complete the equation for the reaction of these metals with oxygen:



The general equation for the reaction of metals with water is:



6. Complete the equation for the reaction of these metals with water:

Sodium + Water → \_\_\_\_\_ +

\_\_\_\_\_

\_\_\_\_\_ + Water → Lithium Hydroxide +

\_\_\_\_\_

# FRENCH

## 1a) Where do you live? (Settlements and Dwellings)



<b>J'habite</b>	à Coventry près de Birmingham dans une grande ville dans une ville dans un village à la campagne à la montagne au bord de la mer à l'étranger	dans une maison  dans un appartement  dans une ferme	avec ma famille.  avec mon père.  avec ma mère.  avec mes parents.
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J'adore habiter ici	parce que je pense que c'est	plus	calme/tranquille propre animé sûr moderne	qu'habiter	dans une ville.
J'aime habiter ici					
Je n'aime pas habiter ici					
Je déteste habiter ici					
Un avantage	d'habiter ici est que c'est	moins	bruyant sale ennuyeux dangereux vieux		à la campagne.  à Londres.
Un inconvénient					

4

French	English	French	English	French
J'habite	I live			
à Coventry	in Coventry			
près de Birmingham	Near to Birmingham			
dans une grande ville	In a city			
dans une ville	In a town			
dans un village	In a village			
à la campagne	In the countryside			
à la montagne	In the mountains			
au bord de la mer	By the seaside			
à l'étranger	abroad			
dans une maison	in a house			
dans un appartement	in a flat/apartment			
dans une ferme	on a farm			
ici	here			



## 1b) Where do you live? (Rooms of the house)



Chez moi	il y a	quatre chambres. une cuisine. une salle de bains. un salon.
	il n'y a pas de	jardin. balcon. salle à manger. garage. bureau.

There is no "a" when using **there is not**.

Après le collège	<b>je joue</b> au foot	dans le jardin	parce que c'est	relaxant. amusant. important. utile.
Avant le collège	<b>je fais</b> mes devoirs	dans le bureau		
	<b>je regarde</b> un film	dans le salon		
Le week-end	<b>j'écoute</b> de la musique	dans la salle de bains		
	<b>j'étudie</b>	dans ma chambre		
	<b>je chatte</b> avec mes amis	dans la cuisine		

6

French	English	French	English	French
Chez moi	At my house			
il y a	there is			
<b>quatre</b> chambres	<b>four</b> (bed)rooms			
ma chambre	My room			
la chambre de mes parents	my parent's room			
une/la cuisine	a/the kitchen			
une/la salle de bains	a/the bathroom			
une/la salle à manger	In the countryside			
un/le salon	a/the living room			
un/le bureau	a/the office			
un/le jardin	a/the garden			
une/la garage	a/the garage			
un/le balcon	a/the balcony			



## 2a) Which places are (not) in town?



Le samedi		avec mes amis		
Tous les week-ends				
<b>Deux</b> fois par mois	je vais en ville	avec ma famille	parce que c'est	amusant. relaxant.
Après le collège		avec .....		
Si j'ai de l'argent				
<b>Dans la ville</b>	<b>il y a</b>	des magasins un cinéma une bibliothèque des restaurants	<b>mais il n'y a pas de</b>	plage. château. patinoire. parc. piscine.

There is no "a" when using there is not

8

## 2b) What can you do there?

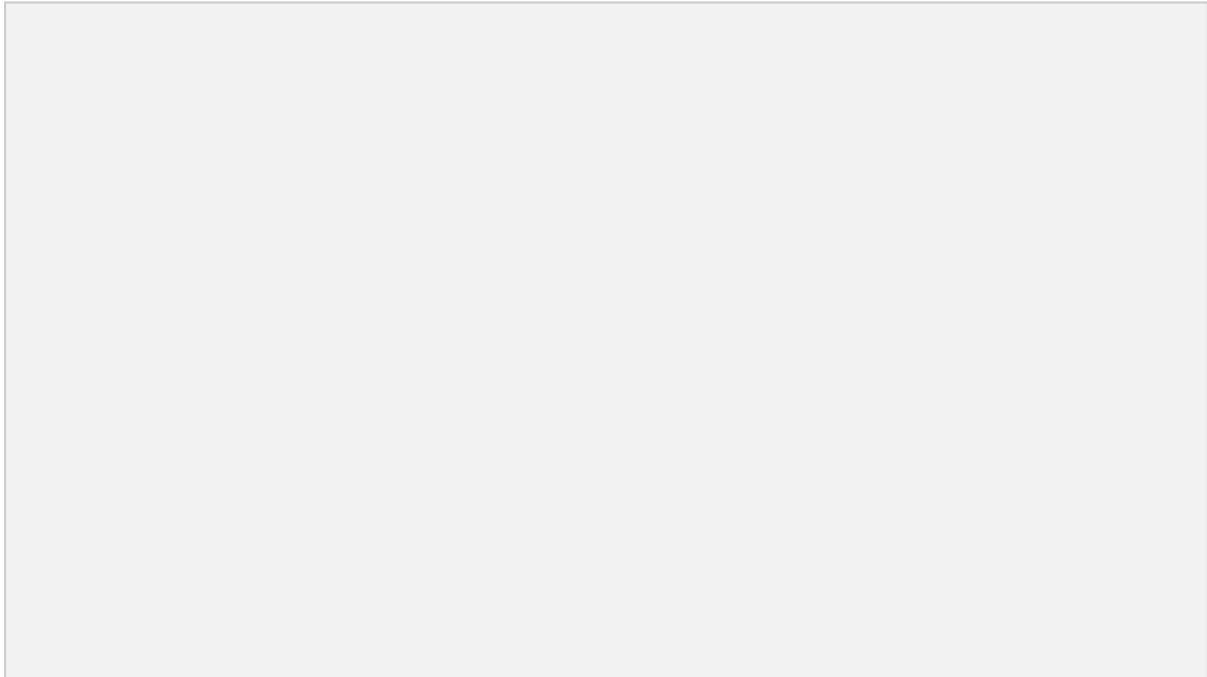



Au	centre sportif cinéma restaurant café marché	<b>on peut</b>	<b>jouer</b> au basket <b>voir</b> un film <b>manger</b> de la pizza <b>boire</b> de la limonade <b>acheter</b> des bananes	et je pense que c'est...
Dans	la bibliothèque la piscine le stade		<b>lire</b> un livre <b>faire</b> de la natation <b>regarder</b> un match de foot	
À	l'université		<b>étudier</b> le français	

9

French	English	French	English	French
un magasin	a shop			
des magasins	(Some) shops			
un centre commercial	a shopping centre			
une marché	a market			
une supermarché	a supermarket			
une place	a square/plaza			
un café	a café			
un restaurant	a restaurant			
un cinéma	a cinema			
un théâtre	a theatre			
un stade	a stadium			
une patinoire	an ice rink			
une piscine	a swimming pool			
un centre sportif	a sports centre			

# SPANISH



Spanish	English	Spanish	English	Spanish	
(Yo) vivo	I live				
en Coventry	in Coventry				
cerca de Birmingham	Near to Birmingham				
en una ciudad	In a city				
en un pueblo	In a town/ village				
en el campo	In the countryside				
en la montaña	In the mountains				
cerca del mar	by the seaside				
en el extranjero	abroad				
en una casa	in a house				
en un apartamento	in a flat/apartment				
en una granja	on a farm				
aquí	here				

## ¿Dónde vives? (part 2)

Spanish	English		
<b>En mi casa</b>	<b>At my house</b>	un/el comedor	a/ the dining room
<b>hay</b>	<b>there is</b>	un/ el salón	a/the living room
<b>cuatro</b> habitaciones	<b>four</b> (bed)rooms	una/la oficina	a/the office
mi habitación	My room	un/el jardín	a/the garden
la habitación de mis padres	my parents' room	un/el garaje	a/the garage
una/la cocina	a/the kitchen	un/el balcón	a/the balcony
un/el cuarto de baño	a/the bathroom		

6

## 1b) Where do you live? (Rooms of the house) - ¿Dónde vives?



<b>En mi casa</b>	<b>hay</b>	<b>cuatro</b> habitaciones. una cocina. un cuarto de baño. un salón.
	<b>no hay</b>	comedor. garaje. oficina.

There is no "un" when using  
**there is not.**

Después del colegio	<b>juego</b> al fútbol <b>hago</b> mis deberes	en el jardín en la oficina	porque es	relajante. divertido. importante. útil.
Antes del colegio	<b>veo</b> una película <b>escucho</b> música	en el salón en el cuarto de baño		
El fin de semana	<b>estudio</b> <b>hablo</b> con mis amigos	en mi habitación en la cocina		

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Spanish	English	Spanish	English	Spanish
En mi casa	At my house			
hay	there is			
cuatro habitaciones	four (bed)rooms			
mi habitación	My room			
la habitación de mis padres	my parents' room			
una/la cocina	a/the kitchen			
un/el cuarto de baño	a/the bathroom			
un/el comedor	a/ the dining room			
un/ el salón	a/the living room			
una/la oficina	a/the office			
un/el jardín	a/the garden			
un/el garaje	a/the garage			
un/el balcón	a/the balcony			



## 2a) Which places are (not) in town? - ¿Qué (no) hay en tu ciudad?



Los sábados Cada fin de semana <b>Dos</b> veces al mes Después del colegio Sí tengo dinero	voy a la ciudad	con mis amigos con mi familia con.....	porque es	divertido. relajante.
<b>En la ciudad</b>	<b>hay</b>	unas tiendas un cine una biblioteca unos restaurantes	<b>pero no hay</b>	playa. castillo. parque. piscina.

There is no "un" when using **there is not**.

9

Spanish	English	Spanish	English	Spanish
una tienda	a shop			
(unas) tiendas	(Some) shops			
un centro comercial	a shopping centre			
un mercado	a market			
un supermercado	a supermarket			
una plaza	a square/plaza			
una cafetería	a café			
un restaurante	a restaurant			
un cine	a cinema			
un teatro	a theatre			
un estadio	a stadium			
una pista de hielo	an ice rink			
una piscina	a swimming pool			
un polideportivo	a sports centre			

















