



# Year 8 | Term 6 | Homework



## Homework Schedule

### Your homework will consist of:

- Knowledge Organiser with **five questions** this should take between 15-20 minutes. Try your best!
- TT Rockstars and Reading for 15 minutes



### When is Week A/Week B?

	Set Week Commencing	Due Week Commencing
Week A	01/06/26	15/06/26
Week B	08/06/26	22/06/26
Week A	15/06/26	29/06/26
Week B	22/06/26	06/07/26
Week A	29/06/26	13/07/26

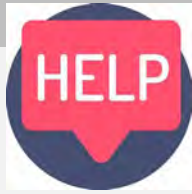
Subject	Page	Homework is set on:
English	6-10	Friday
Maths	11- 14	Monday
Science	15 – 22	Wednesday
French / Spanish	23-30	Week A
Tech/Computing	31-39	Week A
Art	40-41	Week A
Drama	42-44	Week A
History	45-46	Week B
Geography	47-49	Week B
RE	50-52	Week B
PE	53-55	Week B
Music	56	Week B



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

# Need help with Homework?



- **1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- **2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

Struggling with the task: You can email the Curriculum Leaders below:



	Email		Email
English	<a href="mailto:hannah.powell-bond@clf.uk">hannah.powell-bond@clf.uk</a>	History	<a href="mailto:Jenny.Chapman@clf.uk">Jenny.Chapman@clf.uk</a>
Maths	<a href="mailto:David.Busby@clf.uk">David.Busby@clf.uk</a>	Geography	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
Science	<a href="mailto:timothy.sperring@clf.uk">timothy.sperring@clf.uk</a>	RE	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
PE	<a href="mailto:Victoria.Payton@clf.uk">Victoria.Payton@clf.uk</a>	French / Spanish	<a href="mailto:Laura.miles@clf.uk">Laura.miles@clf.uk</a>
Tech/Computing	<a href="mailto:Naomi.Soper@clf.uk">Naomi.Soper@clf.uk</a> <a href="mailto:Martin.Wignall@clf.uk">Martin.Wignall@clf.uk</a>	Music	<a href="mailto:drew.salida@clf.uk">drew.salida@clf.uk</a>
Art	<a href="mailto:kealy.darby@clf.uk">kealy.darby@clf.uk</a>	PSHE	<a href="mailto:amelia.perry1@clf.uk">amelia.perry1@clf.uk</a>
Drama	<a href="mailto:Joanne.Ayre@clf.uk">Joanne.Ayre@clf.uk</a>	Year Team	<a href="mailto:BBAYear8team@clf.uk">BBAYear8team@clf.uk</a>



# How to complete my homework

You will  
need



Homework book



Green and Red Pen



Optional: Timer: Set  
for 20 minutes

## Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



3. **Cover up** the information so you are unable to read/see it.



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

# How to present my homework book

1. Title with the Subject name and due date

13/09/2023

**Science H/W – Due 15/09/2023**

1. **Base:** A substance with a PH **between 8-14**

**Alkali:** A water soluble **soluble base**.

2. Look, cover, write & check the key terms and definitions identified by your teacher. Try your best.

2. PH1 is the strongest acid

3. Indicators help us categorise substances such as alkaline, acids or **neutral**.

3. Answer the questions, **using full sentences**. Self-correcting using a **green pen**.

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	<p><b>TT Rockstars:</b> Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables.</p> <p><b>5 to 15 minutes practice a day,</b></p> <p><b>Ask your Maths teacher or tutor if you require a new log in.</b></p>	<p><b>To help you remember write down your:</b></p> <p><b>Username:</b></p> <p><b>Password:</b></p>





## Important information

**Plot:** Martin is a Year 10 student who is about to enjoy a summer of fun when a night out at Bassement goes wrong. Martin is severely injured in a car accident and now has to tackle life as a teenager with injuries that mean people may be prejudice towards him.

**Setting:** The story is set during the summer holidays in East London.

## CONTEXT

Benjamin Zephaniah wrote 'Face' in 1999. The story is set in the 1990s where gangs and youth crime is on the increase. The book is set in a diverse area of London.

## Key Characters

Martin Turner	Main character, leader of the Gang of Three and the classroom joker.
Mark Thorpe	Martin's friend and copycat.
Matthew	Laid-back compared to the other two, prefers to do things himself.
Natalie Hepburn	Martin's girlfriend, who initially suggests rap music to him.
Mr Lincoln	Martin's form tutor.
Alan Green	Martin's counsellor.
Anthony	Martin's friend in hospital

## Quotations:

1. 'Look at him. Look at him! ....I am looking at him'
2. 'a crackle of freedom and expectation'
3. 'funny isn't it? You take a word like 'gang', and you've got *the fear*, there, right away. But you put in a word like 'band' or 'group' or 'family', and suddenly it doesn't seem so bad. And no one talks about 'a gang of teachers', do they?'
4. 'I'm beautiful, I'm beautiful'



Themes:

- **Friendship** 🤝💖: Explores the impact of Martin's accident on his friendships. *Example: Some friends remain loyal, while others struggle to accept his new appearance.*
- **Prejudice** 😠❌: Examines how people judge Martin based on his appearance. *Example: Characters make insensitive comments or avoid interacting with him.*
- **Teenage Life** 📱😬😞😏: Depicts the challenges and pressures faced by teenagers. *Example: Peer pressure, fitting in, and self-image are explored.*
- **Identity** 👤❓: Focuses on Martin's journey of self-discovery and redefining who he is. *Example: Martin questions his place in the world and how others perceive him.*
- **Acceptance** 😊✅: Shows the process of Martin and others coming to terms with his changed appearance. *Example: Characters learn to look beyond the physical and appreciate Martin for who he is.*
- **Self-Esteem** 😊🪞: Explores Martin's fluctuating confidence and self-worth. *Example: Martin experiences moments of doubt and insecurity but ultimately finds strength within himself.*
- **Loyalty** 🤝💖: Highlights the unwavering support from some of Martin's friends and family. *Example: Certain characters demonstrate loyalty and stand by Martin throughout his challenges.*

Symbols:

- **Martin's Face:** 🤖👁️ Represents identity, change, and the challenges of perception. It symbolises how people are judged based on appearance and how inner beauty is more important than outward looks.
- **The Mask:** 🎭😬 Symbolises hiding, disguise, and the pressure to conform. It represents Martin's attempts to conceal his true self and the societal expectations he faces. *Example: When Martin initially tries to hide his scars with a mask.*
- **The Mirror:** 🪞 Represents self-reflection, identity, and the process of acceptance. It symbolises Martin's journey of confronting his new reality and coming to terms with his changed appearance. *Example: Scenes where Martin looks at his reflection and struggles to recognise himself.*
- **The Hospital:** 🏥🩺 Symbolises trauma, healing, and transformation. It represents the physical and emotional recovery Martin undergoes and the support he receives from others. *Example: The play's setting in the hospital emphasises the physical and emotional healing Martin needs.*
- **The Children:** 👧👦 Represent innocence, honesty, and unbiased perception. They symbolise the possibility of acceptance and seeing beyond external appearances. *Example: The children's unguarded reactions to Martin contrast with the reactions of some adults.*




## Year 8 – Face: The Play– Knowledge Organiser

	Vocabulary	Definition		Vocabulary	Definition
1	<b>Resilience</b>	The ability to recover quickly from difficulties; toughness.	8	<b>Prejudice</b>	Preconceived (already decided) opinion that is not based on reason or actual experience.
2	<b>Resistance</b>	The refusal to accept or comply with something.	9	<b>Perception</b>	The way in which something is regarded, understood, or interpreted.
3	<b>Vanity</b>	Excessive pride in or admiration of one's own appearance or achievements.	10	<b>Justice</b>	The concept of being treated fairly and without bias.
4	<b>Disability</b>	A physical or mental condition that limits a person's movements, senses, or activities.	11	<b>Trauma</b>	A deeply distressing or disturbing experience.
5	<b>Belonging</b>	A state of feeling comfortable, happy, and accepted as part of a group.	12	<b>Diversity</b>	A range of different things or people; variety.
6	<b>Discrimination</b>	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.	13	<b>Inclusion</b>	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised.
7	<b>Identity</b>	The qualities, beliefs, personality, looks, and/or expressions that make a person or group.	14	<b>Empathy</b>	The ability to understand and share the feelings of another.

**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check vocabulary 1-5.</li> <li>2. When was <i>Face</i> written and who is the author?</li> <li>3. What social issues were on the rise during the time the novel is set?</li> <li>4. Where is the story set and what is the area like?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check vocabulary 6-10.</li> <li>2. What life-changing event happens to Martin?</li> <li>3. How does the car accident affect Martin's life moving forward?</li> <li>4. What kind of lifestyle is Martin looking forward to before the accident?</li> <li>5. How old is Martin at the beginning of the story?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write check vocabulary 11-14</li> <li>2. What is the significance of the club 'Bassement' in the plot?</li> <li>3. How does the novel explore the theme of friendship?</li> <li>4. Give two examples of how Martin shows "resistance" to change.</li> </ol>



**Instructions:**










For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p><b>Homework</b> 4 <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> <li>Look, cover, write check vocabulary 11, 14, 9 and 6.</li> <li>In what ways does <i>Face</i> show the impact of prejudice?</li> <li>What pressures of teenage life are highlighted in the story?</li> <li>How is Martin’s identity challenged throughout the novel?</li> <li>Why is the theme of acceptance important in <i>Face</i>?</li> </ol>
<p><b>Homework</b> 5 <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> <li>Look, cover, write check vocabulary 1,3,9,11 and 14</li> <li>How does Martin's self-esteem change after the accident?</li> <li>What examples of loyalty are shown in the story?</li> <li>Define resilience in your own words.</li> <li>What does Martin’s face symbolise in the story?</li> </ol>
<p><b>Homework</b> 6 <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> <li>Choose two new quotes from the "Key Quotes" section and explain how they show different characters' "perceptions" of Martin.</li> <li>Why is the mask a powerful symbol in Martin’s journey?</li> <li>How does the mirror represent Martin’s emotional struggle?</li> <li>Write 2 sentences summarising the main meanings and messages in the play.</li> <li>How do the children in the story reflect society’s views on appearance?</li> </ol>



### Y8 Maths Knowledge Organiser Term 6: 3D Shapes, Volume and Angles

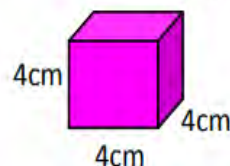
**3D solids:** They have 3 dimensions – length, width and depth. Here are the main 3D solids that you need to be familiar with.

<b>Cube</b>  6 square faces 12 edges 8 vertices	<b>Tetrahedron</b>  4 triangular faces 6 edges 4 vertices	<b>Sphere</b>  1 curved surface 0 edges 0 vertices
<b>Cuboid</b>  6 faces 12 edges 8 vertices	<b>Octahedron</b>  8 faces 12 edges 6 vertices	<b>Triangular prism</b>  5 faces 9 edges 6 vertices
<b>Square-based pyramid</b>  5 faces 8 edges 5 vertices	<b>Cone</b>  1 circular face 1 curved surface 1 curved edge 1 apex	<b>Cylinder</b>  2 circular faces 1 curved surface 2 curved edges 0 vertices

You especially need to know the names of these solids.

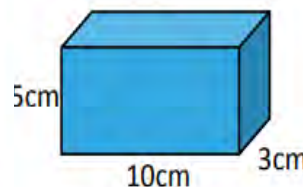
**Cubes and cuboids:** To calculate the volume of a cube and cuboid we use the following formula:

**Volume = Length x Width x Height**



Volume = 4 x 4 x 4 = 64cm<sup>3</sup>

The units are cubic for volume.



Volume = 10 x 3 x 5 = 150cm<sup>3</sup>

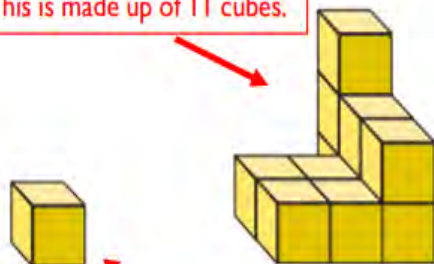
It doesn't matter which order you multiply in.

1

### Volume

**Volume:** This is the amount of space that a 3D object occupies. Sometimes an object is made up of cubes, we can count them to calculate the volume.

This is made up of 11 cubes.

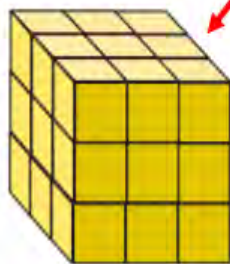


= 1cm<sup>3</sup>

11cm<sup>3</sup>

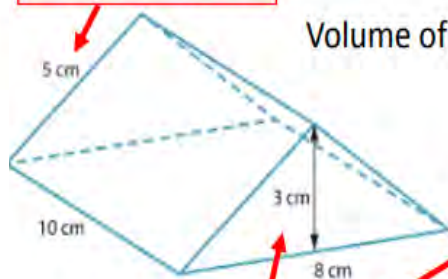
This is made up of 1 cube.

This is made up of 27 cubes.



27cm<sup>3</sup>

We do not need this.



Volume of triangular prism = Area of a triangle x length

Area of triangle =  $\frac{3 \times 8}{2} = 12$

Volume = 12 x 10 = 120cm<sup>3</sup>

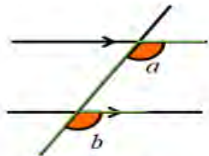
Area of the cross section.

Multiply the area of the cross section by 10 which is the length.



Angles on parallel lines

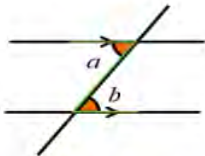
Corresponding angles are equal



$a = b$

Look for an F-shape

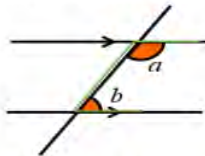
Alternate angles are equal



$a = b$

Look for a Z-shape

Interior angles add up to 180°



$a + b = 180^\circ$

Look for a C- or U-shape

Examples -

$x = 112^\circ$

$y = 125^\circ$

$a = 180^\circ - 53^\circ = 127^\circ$

The 'F' can go in any direction.

The 'Z' can go in any direction.

The 'C' can go in any direction.

Key Vocabulary

**Interior Angles** - angles inside the shape

**Exterior Angles** - angles between the side of a shape and a line extended from the adjacent side

**Sum** - total, add all the angles together

**Polygon** - a 2D closed shape made with straight lines

**Regular** - when a shape is regular all sides are the same length and all angles are the same

**Irregular** - shape with sides of different lengths and angles of different sizes.

What you need to know:

Interior Angles in Regular Polygons

Triangle



Number of sides	3
Sum of interior angles	180°
Size of each interior angle	60°

Square



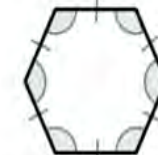
Number of sides	4
Sum of interior angles	360°
Size of each interior angle	90°

Pentagon



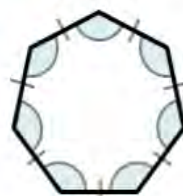
Number of sides	5
Sum of interior angles	540°
Size of each interior angle	108°

Hexagon



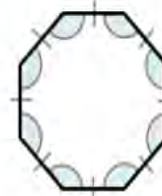
Number of sides	6
Sum of interior angles	720°
Size of each interior angle	120°

Heptagon



Number of sides	7
Sum of interior angles	900°
Size of each interior angle	128.6° <small>(1dp)</small>

Octagon



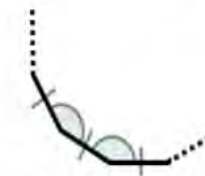
Number of sides	8
Sum of interior angles	1080°
Size of each interior angle	135°

Decagon



Number of sides	10
Sum of interior angles	1440°
Size of each interior angle	144°

n Sided Shape



Number of sides	n
Sum of interior angles	$(n-2) \times 180^\circ$
Size of each interior angle	$\frac{(n-2) \times 180^\circ}{n}$



## Year 8 - Revision Guide Term 6

Sign in to [Mathswatch](https://www.mathswatch.com). If you have forgotten your login details, your username is your school email, and the password is **bristol**. Click the Video Clip number for the topic you want to revise, or Go to <https://vle.mathswatch.co.uk/vle/browse>

- Type the number in the search box and then click on the topic when it comes up below
- Note - If it does not come up, try changing the qualification to 'GCSE' or 'KS3'
- Watch the video and complete 2 standard and 2 harder interactive questions
- Note – this list is not exhaustive and students may be assessed on other areas of the curriculum

Topic	Mathswatch Video		Confident?
	KS3	GCSE	
<b>Ratio and proportion</b>			
Shading	<a href="#">R1b</a>		
Unit conversions	<a href="#">R2</a>		
Fractions	<a href="#">R3</a>		
Best value	<a href="#">R4</a>		
Simplifying	<a href="#">R5a</a>		
Sharing	<a href="#">R5b</a>		
Unit conversions	<a href="#">R2</a>		
Reading Scales	<a href="#">N8</a>		
<b>Co-ordinates and graphs</b>			
Coordinates	<a href="#">A1a</a> , <a href="#">A1b</a>		
Horizontal and vertical lines	<a href="#">A5</a>		
Straight Line Graphs	<a href="#">A14a</a>		
Properties of straight-line graphs	<a href="#">A14b</a> , <a href="#">A14c</a>		
Coordinate problems		<a href="#">113</a>	

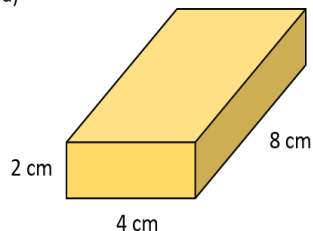
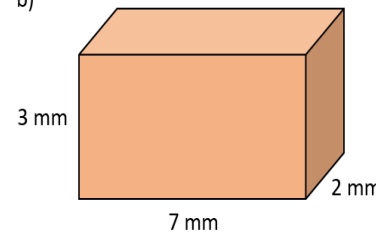
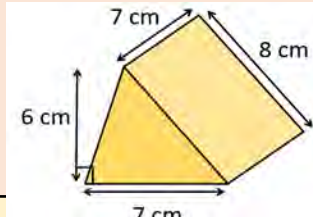
<b>Percentages</b>			
Percentage of an amount	<a href="#">N24b</a>		
Fractions, decimals and percentages	<a href="#">N32</a>		
Increase/decrease by a percentage	<a href="#">R9a</a> , <a href="#">R9b</a>		
Original value problems	<a href="#">R12</a>		
Percentage change		<a href="#">109</a>	
<b>Volume</b>			
Area - rectangles	<a href="#">G20a</a>		
Area - parallelograms	<a href="#">G20b</a>		
Area – triangles	<a href="#">G20c</a>		
Area - trapezia	<a href="#">G20d</a>		
Volume	<a href="#">G21a</a> , <a href="#">G25a</a>		
Properties of shapes	<a href="#">G12a</a>		
<b>Fractions and decimals</b>			
Fraction of an amount	<a href="#">N33</a>		
Multiplying fractions	<a href="#">N42a</a>		
Dividing fractions	<a href="#">N42b</a>		
Multiplying decimals	<a href="#">N28b</a>		
Dividing Decimals	<a href="#">N29b</a>		
<b>Angles</b>			
Angle facts	<a href="#">G13</a>		
Angles in triangles	<a href="#">G17</a>		
Angles in polygons	<a href="#">G19</a>		



**Instructions:**

1. In addition, students will receive online homework via the Mathswatch website **every Friday**. This **needs to be completed alongside the knowledge questions and times tables practice**"

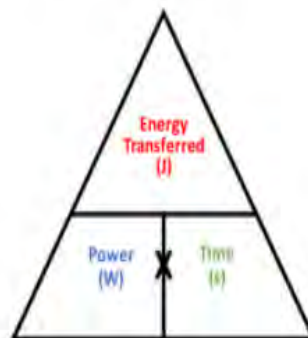
"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**"

Homework	Due	Task:
<b>Homework 1</b> <input type="checkbox"/> Complete?		Read, cover and check the names and properties (edges, faces and vertices) of the most common 3D shapes.
<b>Homework 2</b> <input type="checkbox"/> Complete?		Use your previous Kos and revision list provided to prepare for Assessment 3. Complete revision in your book as evidence.
<b>Homework 3</b> <input type="checkbox"/> Complete?		<ul style="list-style-type: none"> <li>The formula for volume of a cuboid is _____</li> <li>Calculate the volume of the following (giving appropriate units)</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>a)</p>  </div> <div style="text-align: center;"> <p>b)</p>  </div> </div>
<b>Homework 4</b> <input type="checkbox"/> Complete?		<ul style="list-style-type: none"> <li>The formula for volume of a triangular prism is _____</li> <li>_____</li> <li>Calculate the volume this prism (giving appropriate units)</li> </ul> <div style="text-align: right;">  </div>
<b>Homework 5</b> <input type="checkbox"/> Complete?		<ul style="list-style-type: none"> <li>Revise: angles around a point, in a triangle, on a straight line and parallel lines.</li> <li>New information: The rule for finding the sum of interior angles in any polygon is _____. Relationship between interior and Exterior angles is.....</li> </ul>
<b>Homework 6</b> <input type="checkbox"/> Completed?		<ul style="list-style-type: none"> <li>Collect all of your Y8 KOs ... Make Revision cards.. Your first topic in Y9 will be Rounding and Estimation.</li> </ul>



	Key Term	Definition
1	<b>Power</b>	Amount of energy used over time
2	<b>Mass</b>	How much matter is contained in an object or living being
3	<b>Weight</b>	Force exerted on an object due to gravity
4	<b>Energy store</b>	The way that energy is contained within an object
5	<b>Kilometres</b>	A unit to measure distance

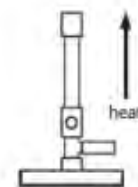
### Power Calculations



$$\text{Power (W)} = \text{Energy (J)} / \text{Time (s)}$$

### Drawing apparatus

- We use simple line drawings to represent the equipment we use during practicals.
- Always use a pencil to draw these diagrams



Bunsen burner



Beaker



Measuring cylinder



Test tube



Boiling tube



Evaporating basin



Tripod



Funnel



Clamp, stand, boss



Conical flask

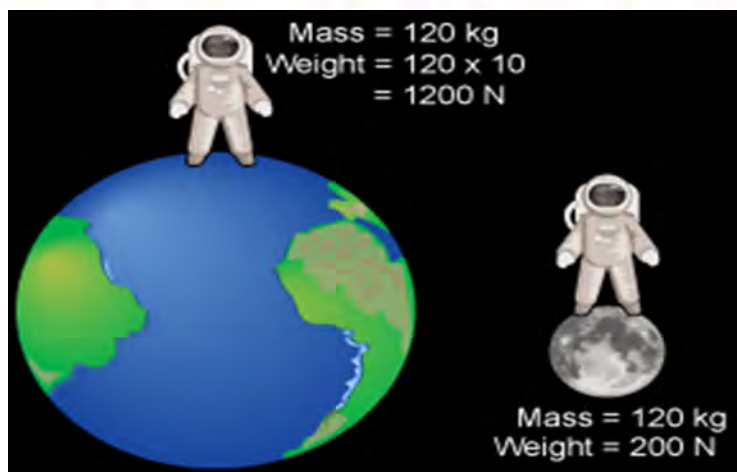


gauze



Heatproof mat

**Key point – mass and weight are not the same thing!** Mass is the amount of matter (stuff) a substance is made up of. The weight of an object depends on both the mass of the object and the force of gravity. You can calculate weight using the equation: **Weight (N) = Mass (kg) x Gravity (N/kg)**



### Metric Conversions

1kg = 1000g	1km = 1000m
1 tonne = 1000kg	1 litre = 1000ml
1cm = 10mm	1 litre = 1000cm <sup>3</sup>
1m = 100cm	1ml = 1cm <sup>3</sup>



	Key Term	Definition
1	<b>Independent variable</b>	The variable that you change in an experiment. You can only have one of these
2	<b>Discrete data</b>	Data that only take certain values and falls into categories
3	<b>Anomaly</b>	A data point which does not fit the trend. An 'odd' result
4	<b>Gradient</b>	The slope of the line on a graph
5	<b>Toxic</b>	A substance which can be poisonous and possibly deadly.

• **What is speed?**

A measure of how far something travels in a particular time.  
 "The rate at which something mo

• **How do we calculate speed?**

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$



• **What is speed measured in?**

m/s (Metres per second)

Sometimes we are given distance in kilometres and time in minutes. In this case, we need to do a unit conversion.

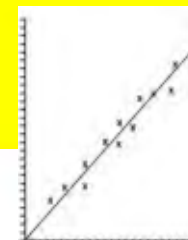


**Example question:** A runner runs 100 metres in 10 seconds, calculate his speed.

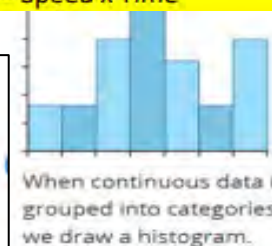
$$\begin{aligned} \text{Speed} &= \text{Distance} \div \text{Time} \\ \text{Speed} &= 100 \div 10 \\ \text{Speed} &= 10 \text{ metres per second (m/s)} \end{aligned}$$

**Key point:** Sometimes you might be asked to rearrange the equation to find the distance or time.

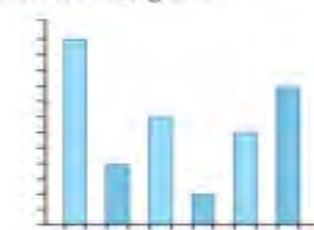
$$\begin{aligned} \text{Time} &= \text{Distance} \div \text{Speed} \\ \text{Distance} &= \text{Speed} \times \text{Time} \end{aligned}$$



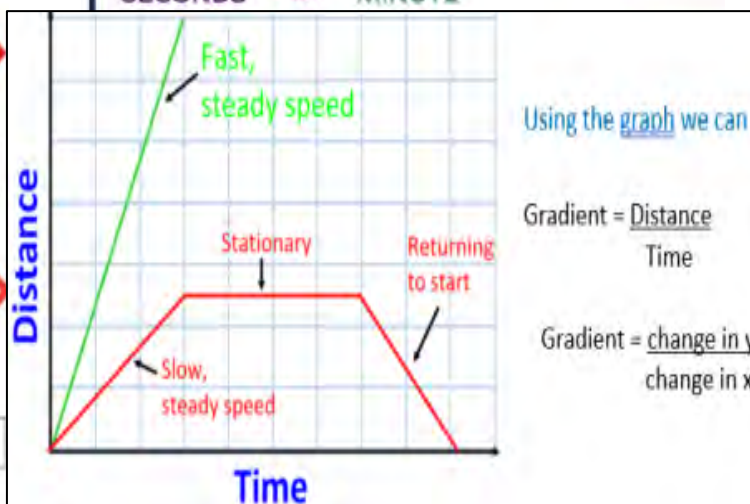
When both variables are continuous, we draw a scatter graph.



When continuous data is grouped into categories, we draw a histogram.



When one of our variables is discrete, we draw a bar chart.



Using the graph we can

$$\text{Gradient} = \frac{\text{Distance}}{\text{Time}}$$

$$\text{Gradient} = \frac{\text{change in } y}{\text{change in } x}$$



	Key Term	Definition
1	<b>Independent variable</b>	In an experiment, this is the thing that you change on purpose.
2	<b>Dependent variable</b>	In an experiment, this is the thing that you record.
3	<b>Control variable</b>	All of the things that you keep the same.
4	<b>Equipment</b>	Tools and measuring devices needed for science experiments.
5	<b>Repeat</b>	Doing something multiple times.

## Repeats

In a science investigation, we repeat the experiment three times and calculate the **average (mean)**.

	Throw 1	Throw 2	Throw 3
Distance (m)	11	12	10

To calculate the mean, you add together all of the numbers and then divide by the number of repeats.

E.g.  $11 + 12 + 10 = 33$  metres  
 $33 \div 3 = 11$  metres



## Planning an Investigation

**!**  
**Don't**  
**Care.**



**Everything's**  
**Rubbish**

**I**  
**Independent**  
**Dependent**  
**Control**  
**Equipment**  
**Repeats**

**I apologise that this is quite negative, but this memorable mnemonic allows us to remember how to plan an investigation!**

### Example

A student is investigating how changing the mass of a ball affects how far the ball can be thrown.

### Independent Variable

The student will be changing the mass of the ball.

### Dependent Variable

The student will be recording the distance the ball is thrown.

### Control Variables

The student will need to keep the following things the same:

- Person throwing the ball
- Size/shape of the ball
- Wind speed and direction

### Equipment

The student will need an electronic balance to measure the mass of the balls and a tape measure to measure the distance of the each throw.

### Repeat

For each different mass of ball, repeat the throw three times and then calculate the mean (see left for more details).



	Key Term	Definition
1	<b>Discontinuous Data</b>	Data that is in categories such as eye colour or shoe size. This data should be plotted on a bar chart.
2	<b>Continuous Data</b>	Data that can take any numerical value within a range such as height or temperature. This data should be plotted on a line graph.
3	<b>Gradient</b>	The gradient of a line is how steep it is.
4	<b>Line of best fit</b>	A line of best fit is drawn to best represent the trend of the points. This can either be straight or curved and not a dot-to-dot.
5	<b>Origin</b>	The point on the graph that is 0,0.

### Drawing Results Tables

The independent variable always goes in the left column. The dependent variable always goes in the right column.

Independent Variables (units)	Dependent variable (units)

### Drawing Lines of Best Fit

**DO NOT** have to go through zero (the origin)

**DO NOT** have to be a straight line  
**DO NOT** include anomalies in lines of best fit

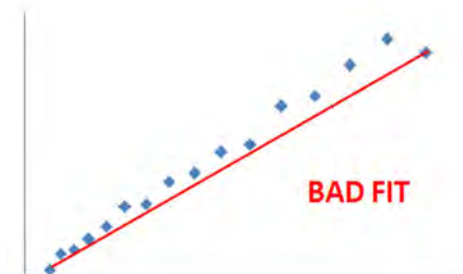
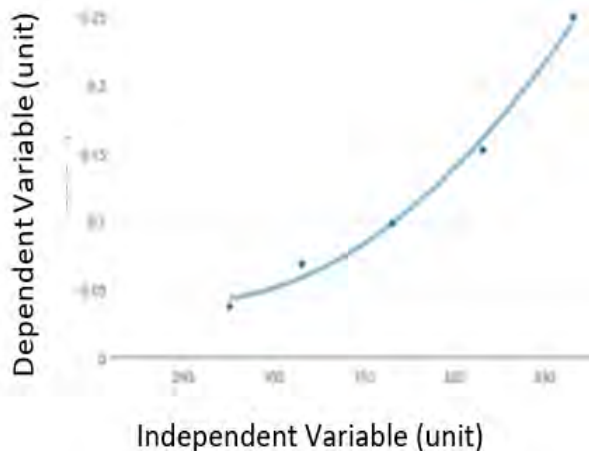
**SHOULD** always follow the points

**IF** it is a straight line then it should be drawn with a ruler

**IF** it is a curve then it should be drawn free hand

### Line Graphs

Used to plot continuous Data. The independent variable always goes on the x-axis and the dependent variable always goes on the y-axis.



### Discontinuous vs Continuous Data

Discontinuous data - categories

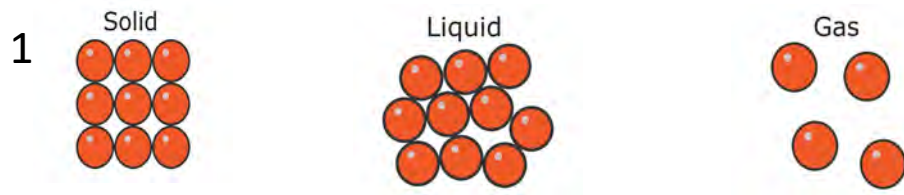
Hair colour, eye colour, shoe size, type of pet

Continuous data – can take any value

Height, weight, temperature, volume of gas



	Key Term	Definition
1	atoms	Smallest part of an element that can take part in a chemical reaction.
2	Molecules	A particle consisting of two or more atoms joined together.
3	Boiling point	The temperature at which a substances changes from a liquid to a gas.
4	Mixture	Two or more substances not chemically bonded together.
5	Pure	A substance containing only one type of particle, either element or compound.



<p>1</p> <p>Particles bonded. In a pattern Vibrating Close together</p>	<p>Liquid</p> <p>Particles not bonded. Random pattern Freely moving Close together</p>	<p>Gas</p> <p>Particles not bonded. Random pattern Fast movement Far apart</p>
---	--	--

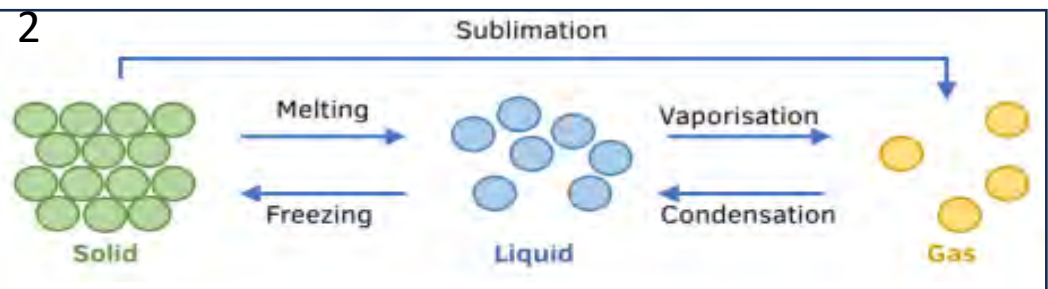
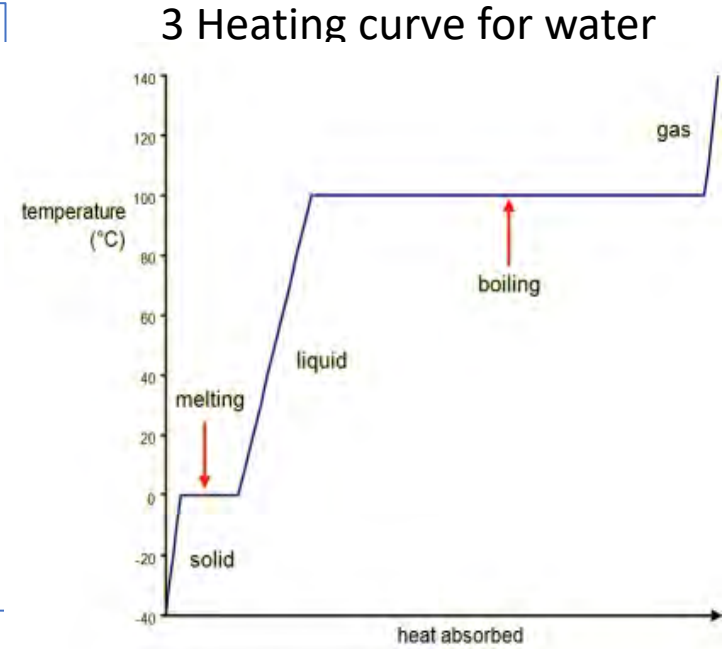
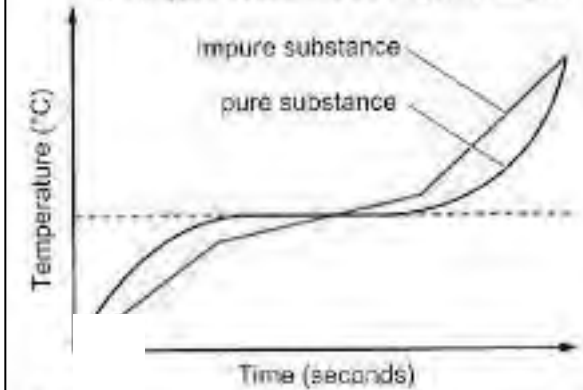


Fig 2 Shows the names for the changes in state from solid to gas and back again

Fig 3. Shows the temperature of water as it is heated from ice to water vapour. The plateaus match the melting and boiling points at 0°C and at 100°C



4 How temperature changes in a pure substance and an impure substance as they are heated



D heating curves for a pure substance and a mixture

Fig 4 Shows the heating curve for pure and impure substances. The impure curves fails to plateau due to having a variety of different boiling /melting points

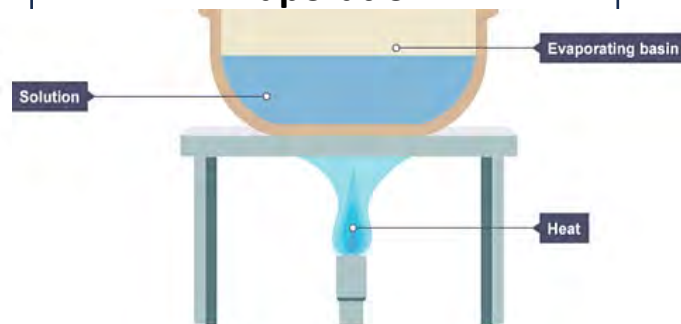
Key Term	Definition
1 Solute	The substance that dissolves
2 Solvent	The liquid the substance dissolves in
3 Solution	The liquid mixture of solute and solvent. Solutions are clear – you can see through them
4 Soluble	A substance that can be dissolved in a solvent
5 Insoluble	A substance that cannot be dissolved in a solvent

### Filtration

1. The mixture of insoluble solid and liquid is poured into the filter funnel.
2. The small liquid particles pass through the filter paper as a filtrate.
3. The large solid particles stay behind as a residue.

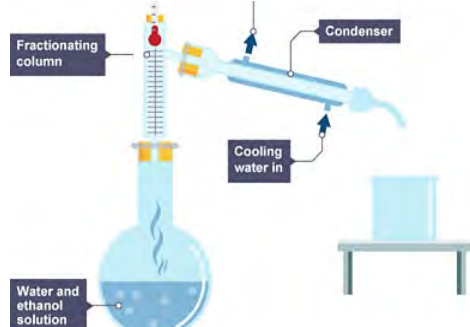


### Evaporation



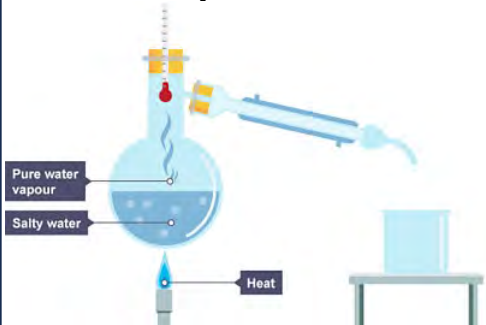
The water in the solution is evaporated, leaving solid crystals behind.

### Fractional distillation



1. Water and ethanol mixture is heated with electric heater.
2. Ethanol vapour (78°C) passes into the condenser, where it is cooled and condensed and drips into a beaker.
3. Water vapour (100°C) passes into the condenser, it is cooled and condensed. liquid water drips into a second beaker.

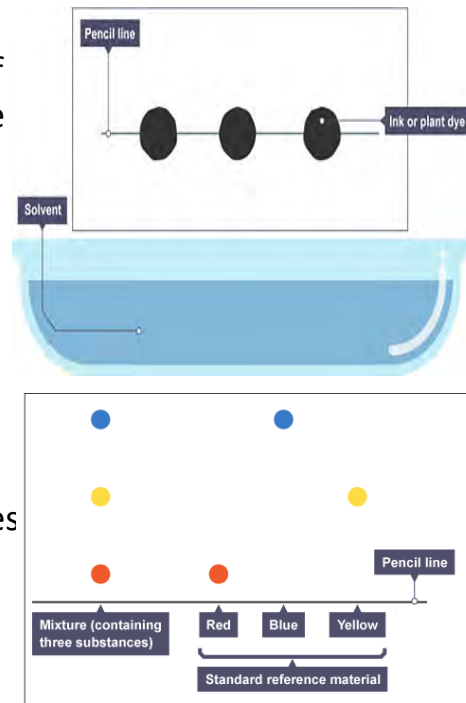
### Simple distillation



1. Salt solution is heated.
2. Water vapours rise and pass into the condenser, where it cools and condenses.
3. Liquid water drips into a beaker, leaving the salt behind.

### Chromatograph

1. A pencil line is drawn, and spots of ink or plant dye are placed on it.
2. The solvent travels up through the paper, taking some of the coloured substances with it.
3. The different coloured substances spread apart.



**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the **questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.



Homework	Due	Task:
<b>Homework 1</b> Working Scientifically Units in Science Calculation (1)	16th June	<ol style="list-style-type: none"> <li>1. Read, cover, write and check key terms 1-5</li> <li>2. What is the formula to calculate power?</li> <li>3. How many metres are there in a kilometre?</li> <li>4. Why does your mass stay the same on the moon and the earth, but weight does not?</li> <li>5. What is the scientific drawings for a beaker, funnel, tripod and a gauze?</li> </ol>
<b>Homework 2</b> Working Scientifically Units in Science Calculations (2)	17th June	<ol style="list-style-type: none"> <li>1. Read, cover, write and check key terms 1-5</li> <li>2. What is the formula to work out speed? Include units.</li> <li>3. What are the symbols for corrosive and irritant chemicals?</li> <li>4. What kind of graph should be used for discrete data and why?</li> <li>5. A runner runs 150 metres in 30 minutes. What is the speed in m/s?</li> </ol>
<b>Homework 3</b> Practical skills and variables	24th June	<ol style="list-style-type: none"> <li>1. Read, cover, write and check key terms 1-5. <b>A student is investigating how changing the amount of light a plant gets affects how tall the plant will grow.</b></li> <li>2. In the investigation above, identify: a) the independent variable b) The dependent variable</li> <li>3. In the investigation above, name three control variables.</li> <li>4. Name the equipment the student would need to do the experiment above.</li> <li>5. The student took three plant measurements of 11 cm, 12 cm and 13 cm. Calculate the mean plant height.</li> </ol>

**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**



Homework	Due	Task:
<b>Homework 4</b> Practical Skills – Graphs and results tables	1st July	<ol style="list-style-type: none"><li>1. Read, cover, write and check key terms 1-5.</li><li>2. When drawing a table what should be in the first column and what should be in the second column?</li><li>3. Name 3 things not to do when drawing a line of best fit.</li><li>4. Name three things to do when drawing a line of best fit.</li><li>5. Give 3 examples of continuous data and three examples of discontinuous data.</li></ol>
<b>Homework 5</b> States of Matter	8th July	<ol style="list-style-type: none"><li>1. Read, cover, write and check key terms 1 –5</li><li>2. What is the name given to the change of state from solid straight to gas?</li><li>3. Describe the changes in particle movement and arrangement between a solid and a liquid?</li><li>4. As ice warms up what do the plateaus in temperature represent?</li><li>5. How could you identify if a substance was pure simply from heating it?</li></ol>
<b>Homework 6</b>	15th July	<ol style="list-style-type: none"><li>1. Read, cover, write and check key terms 1 -5</li><li>2. Give an example of mixture that can be separated by filtration.</li><li>3. State the steps to separate sugar from sugar solution.</li><li>4. Name two liquids that can be solvents.</li><li>5. On the chromatography paper, why is the line drawn in pencil?</li><li>6. Should water be pumped into the condenser from the bottom or from the top?</li></ol>



## Past holidays 8.8 French Vocab list



les participes passés irréguliers?	Irregular past participles
Faire → fait	To do → did
Prendre → pris	To take → took
Boire → bu	To drink → drank
Voir → vu	To see → saw
Lire → lu	To read → read
Vouloir → voulu	To want → wanted
Dire → dit	To say → said
Devenir → devenu	To become → became
Avoir → eu	To have → had
Écrire → écrit	To write → wrote

Les opinions	Opinions
C'était	It was ...
Génial	Great
Fantastique	Fantastic
Intéressant	Interesting
Touchant	Moving (emotionally)
Inoubliable	Unforgettable
Incroyable	Incredible
Trop court	Too short
Ennuyeux/barbant	Boring
Trop long	Trop long
Passionnant	Exciting
Émouvant	Emotional

Quand?	When?
Aujourd'hui	Today
Normalement	Normally
D'habitude	Usually
Parfois/quelquefois	Sometimes
Pendant la pause/le trajet	During breaktime/the journey
Le weekend	On the weekend
Après le collège	After school
deux fois par semaine	Twice a week
souvent	Often
Toujours	Always
Rarement	Rarely
De temps en temps	From time to time
Le lundi	On Monday
Hier	Yesterday
Récemment	Recently
Le week-end dernier	Last weekend
La semaine dernière	Last week
L'année dernière	Last year
Il y a un mois	A month ago
Demain	Tomorrow
Bientôt	Soon
A l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year
Dans un mois	In a month

Qu'est-ce que tu fais normalement?	What do you do normally?
Se reposer (je me repose)	To relax
Se relaxer (je me relaxe)	To relax
S'amuser (je m'amuse)	To have fun
Se baigner (je me baigne)	To bathe
S'habiller (je m'habille)	To get dressed
Se lever (je me lève)	To get up
Se laver (je me lave)	To wash
Se réveiller (je me réveille)	To wake up
S'entendre avec (je m'entends avec)	To get on with
Se brosser les dents/ les cheveux (je me brosse)	To brush teeth/hair
Se doucher (je me douche)	To shower
Se maquiller (je me maquille)	To put on make-up

Quel temps faisait-il?	What was the weather like?
Il faisait beau	It was good weather
Il faisait chaud	It was hot
Il faisait froid	It was cold
Il faisait 25 degrés	It was 25 degrees
Il faisait mauvais	It was bad weather
Il pleuvait	It was raining
Il neigeait	It was snowing
Il y avait du vent	It was windy
Il y avait des nuages	It was cloudy
Il y avait des orages	It was stormy
Il y avait du brouillard	It was foggy
Il y avait du soleil	It was sunny



Past holidays 8.8- Reflexive verbs, the perfect tense (past tense)

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be. **Reflexive verbs** in French are verbs which usually mean an action done to yourself (e.g. straighten your hair, brush your teeth, etc.). Many are regular -er verbs and they need an extra **reflexive**

<b>pronoun.</b>	
Subject pronouns	Reflexive pronoun
je (I)	me
tu (you)	te
il (he), elle (she), on (we)	se
nous (we)	nous
vous (you) (pl)	vous
ils/elles (they)	se

**Examples:**

Se lisser les cheveux - to straighten one's hair

Je **me** lisse les cheveux > I straighten my hair

Se brosser les dents – to brush one's teeth

On **se** brosse les dents > we brush our teeth

Se doucher - to shower

Tu **te** douches le matin ou le soir? Do you shower in the morning or in the evening?

**The perfect tense:**

You can talk about the past by using the **perfect tense** (*le passé composé*). The perfect tense has 3 parts:

1. The **subject pronoun** (eg. Je, nous)
2. The **auxiliary** (*avoir* or *être*)
3. The **past participle**

To form the past participle, take off the infinitive endings (-er, -ir or -re) and add the following endings instead:

-ER verbs > - é

-IR verbs > - i

-RE verbs > - u

**Examples:**

J'**ai** achet**é** des baskets au centre commercial. I **have bought** trainers at the shopping mall.

Hier il **a** jou**é** au foot dans le parc. Yesterday he **played** football in the park.

Je **suis** all**é** en ville hier? I **went** to town yesterday?

**The 2 auxiliary verbs are AVOIR or ÊTRE.**

- Use **AVOIR** with most verbs.
- Use **ÊTRE** with **reflexive verbs** and **DR. MRS VANDERTRAMP verbs**. [*Devenir* (to become), *Revenir* (to come back), *Monter* (to go up), *Retourner* (to return), *Sortir* (to go out), *Venir* (to come), *Aller* (to go), *Naître* (to be born), *Descendre* (to go down), *Entrer* (to enter), *Rentrer* (to go home/to return), *Tomber* (to fall), *Rester* (to remain), *Arriver* (to arrive), *Mourir* (to die), *Partir* (to leave).]

AVOIR	ÊTRE
J'ai	Je suis
Tu as	Tu es
Il /elle a	Il /elle est
Nous avons	Nous sommes
Vous avez	Vous êtes
Ils /elles ont	Ils /elles sont

**Remember!**

When using être to form the perfect tense your past participle must agree with the subject pronoun.

Add -e if feminine e.g. elle est all**é**e


Add -s if plural e.g. ils sont all**é**s

Add -es if feminine plural eg. elles sont all**é**es



**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>Follow the 'look, cover, write, repeat' method with the following verbs <b>Je suis allé(e) , nous sommes allé(e)s, je suis arrivé(e), nous sommes arrivé(e)s</b></li> <li>Translate these sentences into English <ol style="list-style-type: none"> <li><b>Je suis allé en France</b></li> <li><b>Nous sommes allés en Italie</b></li> <li><b>J'ai voyagé en train</b></li> <li><b>Je suis allé avec mes cousins</b></li> </ol> </li> <li>Spot the mistakes in this sentence (there are two!) <b>J'ai allé en Canada</b></li> <li>Choose the correct word for the following places. à en au aux <b>___Bristol, ___ France, ___Japon, ___Paris, ___Etats-Unis, ___ Birmingham, ___ Irlande, ___ Espagne</b></li> <li>Write 2 sentences about where you went on holiday last year and how you travelled</li> </ol>



<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<ol style="list-style-type: none"> <li>1. Follow the 'look, cover, write, repeat' method with the following adjectives <b>Fantastique, ennuyeux, génial, passionnant, touchant</b></li> <li>2. Translate these phrases : <b>C'était fantastique, c'était génial, c'était touchant</b></li> <li>3. Draw a weather symbol for each of these <b>Il y avait du soleil, il y avait du vent, il y avait des orages, il y avait du brouillard, il neigeait</b></li> <li>4. Translate these sentences             <ol style="list-style-type: none"> <li>1. <b>Je suis allé en Espagne il y avait du soleil</b></li> <li>B. <b>Nous sommes allés en Italie il neigeait</b></li> <li>C. <b>Je suis allé en Suisse il faisait froid</b></li> </ol> </li> <li>5. Write a sentence to describe where you went and what the weather was like – draw symbols to illustrate your sentence.</li> </ol>
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<ol style="list-style-type: none"> <li>A. Follow the 'look, cover, write, repeat' method with the following time phrases <b>Normalement, d'habitude, rarement, souvent, toujours</b></li> <li>2. Translate these phrases : <b>Normalement je vais en France, d'habitude nous allons au Portugal, souvent je vais en vacances</b></li> <li>3. Use 2 more time phrases to make up a couple of sentences about going on holiday.</li> <li>4. Spot the mistakes             <ol style="list-style-type: none"> <li>A. <b>Je suis aller en France</b></li> <li>B. <b>Nous avons allé</b></li> <li>C. <b>Elle est allé en Italie</b></li> </ol> </li> <li>5. Write a few sentences describing your holiday from last year. Can be real or imaginary. Think about all the things you need to remember when using the perfect tense (!) <b>L'année dernière ....</b></li> </ol>



### 8.8 Past holidays SPANISH

	Las opiniones	Opinions
	Fue genial	It was great
	Fue fantástico	It was fantastic
	Fue interesante	It was interesting
	Fue emocionante	It was exciting
	Fue inolvidable	It was unforgettable
	Fue increíble	It was incredible
	Fue demasiado corto	It was too long
	Fue demasiado largo	It was too short

	¿Qué tiempo hacía?	What was the weather like?
	Hacía buen tiempo	It was nice weather
	Hacía mal tiempo	It was bad weather
	Hacía sol	It was sunny
	Hacía calor	It was hot
	Hacía frío	It was cold
	Hacía viento	It was windy
	Llovía	It was raining

	¿Qué hiciste durante las vacaciones?	What did you do on holidays?
	Fui a la playa	I went to the beach
	fui al restaurante	I went to the restaurant
	fui de compras	I went shopping
	Me quedé	I stayed
	Comí	I ate
	Bebí	I drank
	Vi	I saw
	Probé	I tried (food)
	Hice deportes acuáticos	I did watersports
	Descansé	I rested
	Me relajé	I relaxed
	Me divertí	I had fun
	Visité monumentos	I visited monuments
	Di paseos	I went walking
	Saqué fotos	I took photos
	Compré recuerdos	I bought souvenirs
	Tomé el sol	I sunbathed

	La vida cotidiana	Daily life
	La gente	People
	Los habitantes	Inhabitants
	Hablar	To speak
	Vivir	To live
	Celebrar	To celebrate
	Preparar	To prepare
	Ir a trabajo	To go to work
	Ir al instituto	To go to school
	Volver a casa	To go back home
	Ver la tele	To watch TV
	Cenar	To have dinner
	Bañarse	To have a bath
	Ducharse	To have a shower

	¿Cuándo?	When?
	Ayer	Yesterday
	La semana pasada	Last week
	El fin de semana pasado	Last weekend
	El mes pasado	Last month
	El año pasado	Last year
	Hace dos días	Two days ago
	El otro día	The other day



## Past tense holidays 8.8 Spanish Knowledge Organiser

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be. **Reflexive verbs** in Spanish are verbs which usually mean an action done to yourself (e.g. wash yourself, shower etc.). Many are regular -ar verbs and they need an extra **reflexive pronoun**. We know a Spanish verb is reflexive because it will have «se» on the end of its infinitive eg. lavarse (to wash) and levantarse (to get yourself up).

Subject pronouns	Reflexive pronouns
yo (I)	me
tú (you)	te
él (he), ella (she)	se
nosotros/as (we)	nos
vosotros/as (you) (pl)	os
ellos/ellas (they)	se

**Examples:**

*lavarse* - to wash

**me** lavo > I wash

*levantarse* - to get up

**nos** levantamos > we get up

*Ducharse* - to shower

**Te** duchas > you shower

## Reflexive verbs, the preterite (past tense)

The **preterite** is the past tense used in Spanish to describe a completed action at a specific time in the past (e.g. ayer (yesterday), el año pasado (last year)). For regular we take off -ar, -er - ir and add the below endings :

	-AR	-ER / -IR
I	é	í
You (sg)	aste	iste
He/she/it	ó	ió
We	amos	imos
You (pl)	asteis	isteis
They	aron	ieron

**Examples:**

Tomar = to take  
To form "I took"

~~TOMAR~~ > tom > omé

Hablar = to speak  
To form "she spoke"

~~HABLAR~~ > habl > habló


**Careful!** Not all verbs are regular in the preterite. Some key irregulars are :

<b>Hacer</b> (to do)	hice, hiciste, hizo, hicimos, hicisteis, hicieron
<b>Ir</b> (to go)	fui, fuiste, fue, fuimos, fuisteis, fueron
<b>Ser</b> (to be)	fui, fuiste, fue, fuimos, fuisteis, fueron
<b>Tener</b> (to have)	tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron



**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following past tense phrases <b>Fui a la playa, fui al restaurante, fui de compras, descansé, visité monumentos</b></p> <p>2. Draw symbols to represent each of the past tense actions in question 1</p> <p>3. Translate these sentences into English.</p> <p><b>A. Fui al cine</b> <b>B. Fuimos a la playa</b> <b>C. Descansé con mis amigos</b></p> <p>4. Write 2 sentences about what you ate and drank today – using past tense.</p> <p>5. Draw pictures and label your breakfast or lunch</p>
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following past tense weather phrases <b>hacía buen tiempo, hacía mal tiempo, hacía sol, hacía calor, hacía frío</b></p> <p>2. Draw symbols to represent each weather phrases in question 1</p> <p>3. Write 2 sentences using the weather phrases and combining with an action. e.g. <b>hacía sol y fui a la playa</b></p> <p>4. Translate the following phrases</p> <p><b>A. Visité monumentos</b> <b>B. Escuché música</b> <b>C. Tomé el sol</b> <b>D. Fui al museo</b> <b>E. Descansé con mis amigos</b></p> <p>5. Write a diary entry about what you did on a recent holiday – use the vocab sheet to help you</p>



## Homework 3

Completed?

1. Follow the 'look, cover, write, repeat' method with the following past tense reasons.

**fue genial, fue fantástico, fue increíble, fue inolvidable, fue emocionante**

2. Practise reading the reasons in question 1 aloud.

3. Write 3 sentences using the past tense and describing them using the reasons.

**e.g. fui al cine fue genial**

4. Translate the following sentences

**La semana pasada fui a la playa con mi familia**

**Hace dos días fui al mercado con mi hermana fue interesante**

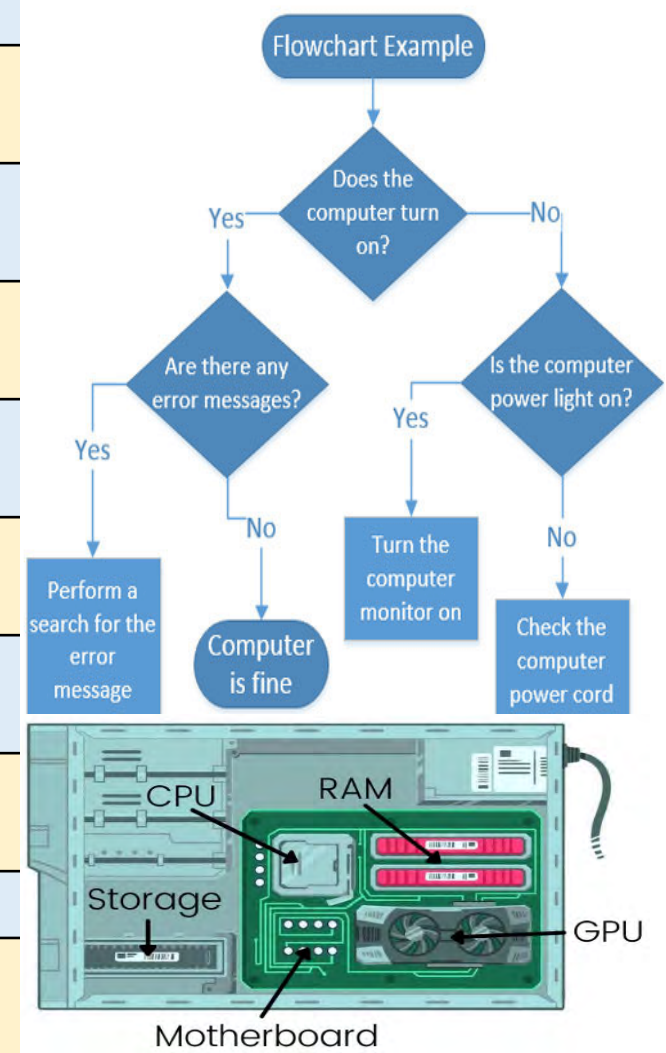
**El otro día fui al cine con mis amigos fue genial**

5 Write 2 sentences about what you did recently using time phrase, activity and reason.



Key vocabulary	Definition
1. Network	Two or more connected devices that can share data, peripheral devices such as printers and an internet connection.
2. WAN	Wide Area Network: A network over a large geographical area e.g. the internet.
3. LAN	Local Area Network - network in a small geographical area e.g. an office/school
4. Router	A device which forwards data packets to the appropriate parts of a computer network (packet switching) allowing communication of data across the internet.
5. Switch	A "Smart" device which forwards data to a specific device on a network.
6. Malware	Malicious software created to damage or gain illegal access to computer systems examples are worms, viruses and trojans.
7. Encryption	Encoding data – often used when logging onto websites – personal data is scrambled and therefore cant be stolen.
8. Numbering systems	Binary (Base 2 0's & 1s) Denary (Base 10 0,1,2,3,4,5,6,7,8,9).
9. Character sets	The complete set of characters a computer can understand (ASCII – English language; Unicode – Any language).
10. CPU	The central processing unit which carries out the instructions for a computer.

Key vocabulary	Definition
11. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
12. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
14. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.






**instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

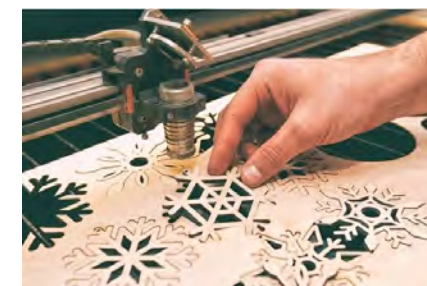


For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, write, cover, check vocabulary 10-14.</li> <li>What does CPU stand for and what does it do?</li> <li>Why is RAM known as 'volatile'?</li> <li>What is the purpose of secondary storage ?</li> </ol>
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, write, cover, check vocabulary 15-21.</li> <li>Draw the flow charts symbol for 'start', input/output, decision and process.</li> <li>Give an appropriate variable name if you were storing a value of how old someone was.</li> <li>Find the error in this code : <code>name=input("What is your name)</code></li> <li>Find the error in this code: <code>number=input("Enter a number")</code></li> </ol>
Homework 3 <input type="checkbox"/> Completed?		<p>Explain the difference between a LAN and WAN.</p> <p>Explain why a school has a firewall.</p> <p>Convert 10000010 to denary</p> <p>Give two examples of secondary storage.</p> <p>What programming construct is this: (IF ELSE).</p>



Textiles	
Key word	Meaning
1. Fabric scissors	These are used to cut fabric, but must not be used on paper or card
2. Pins	These are used to hold fabric in place while you are sewing
3. Iron/Ironing board	Irons are used to remove creases from fabrics and the board is used to lay the fabric onto.
4. Applique	This process involves stitching a small piece of fabric onto a larger one to make a pattern or design.
5. Natural fibres	These come from animals, insects or plants. They are all biodegradable and therefore sustainable although making them uses energy
6. Man-made fibres	These are made from synthetic sources such as oil or coal, or from naturally sourced materials which undergo a chemical process
Product design	
7. Coniferous	The name given for softwood trees, that are evergreen and keep their leaves all year round
8. Deciduous	The name given for hardwood trees, that loose their leaves during winter
9. Biodegradable	This means when a material will naturally break down into the environment (e.g orange peel)
10. Varnish	This is a liquid that is applied to wood to improve its appearance and to protect the wood from water, damp or chemicals
11. Laser cutter	This is a machine that is used for cutting out shapes or engraving using a hot laser. This is programmed on a computer and can be used or materials such as card, wood, plastic or even metal
12. Packaging	Products are sold in packaging (usually card or plastic) to protect the product, to inform the use of what is inside, and to entice the user into buying the product





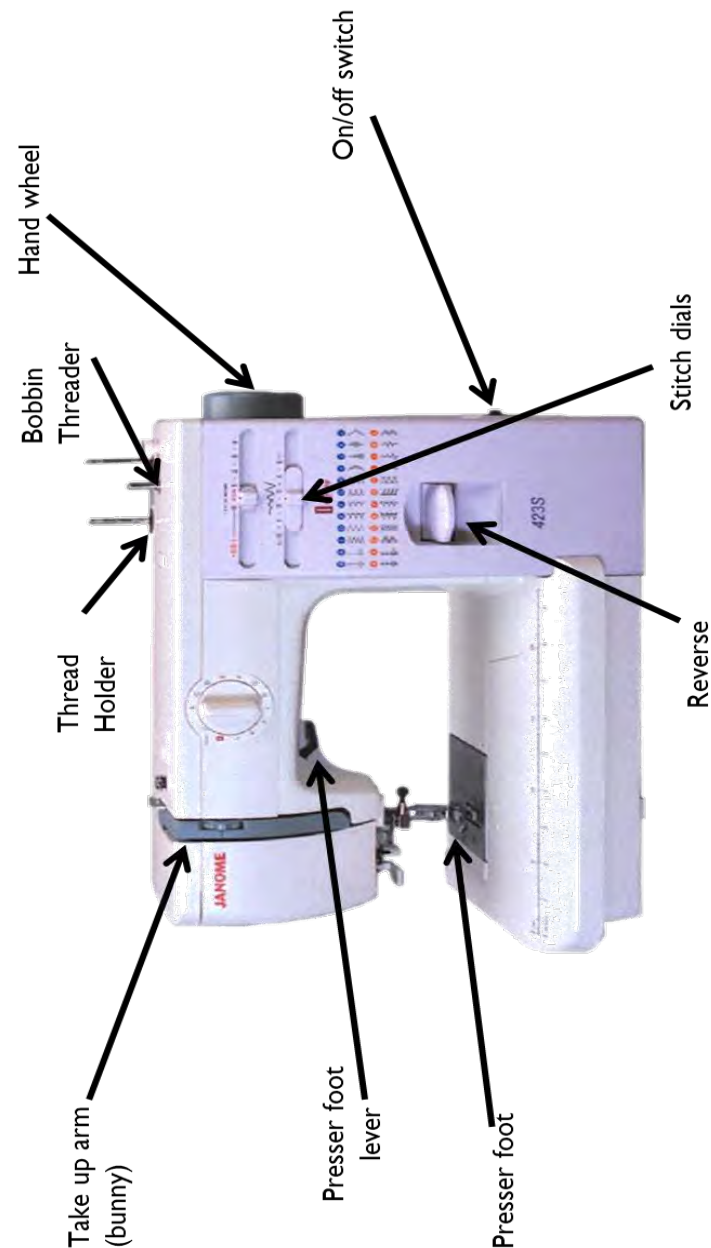
**Instructions:** For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p><b>Homework 1=</b> 4<sup>th</sup> homework of this rotation</p>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 4-6.</li> <li>2. Describe what is meant by applique.</li> <li>3. Describe what natural fibres are and give 3 example</li> <li>4. Describe what synthetic fibres are and give 3 examples</li> <li>5. Write 5 health and safety rules for using the sewing machine</li> </ol>
<p><b>Homework 2=</b> 5<sup>th</sup> homework of this rotation</p>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 7-9</li> <li>2. What are the main differences between coniferous and deciduous trees?</li> <li>3. Describe the properties of softwood trees and give 3 examples</li> <li>4. Describe the properties of hardwood trees and give 3 examples</li> <li>5. Is plastic biodegradable? What impact does this have on the environment?</li> </ol>
<p><b>Homework</b> <b>3=6<sup>th</sup></b> homework of this rotation</p>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 10-12</li> <li>2. Write down 5 tools you have used and explain what each one does</li> <li>3. Write down 5 different types of wood joints</li> <li>4. What are the advantages and disadvantages of the laser cutter</li> <li>5. Other than varnish, what else can you apply to wood to improve its appearance or to improve its quality</li> </ol>



Name	Picture	What it is used for
1. Fabric Scissors		You use them to cut fabric
2. Pins		They hold fabric in place when you are sewing
3. Bobbin Case		It holds the bobbin in place on the sewing machine
4. Tailors Chalk		They mark fabric with it
5. Ironing Board		You lay fabric on it to iron it to remove creases
6. Needle		You use it to sew or embroider by hand
7. Tape Measure		It can measure around curves
8. Iron		It is used to remove creases in fabric
9. Paper Scissors		You cut paper with these
10. Thread		It is used to create stitches, made from cotton or cotton/polyester
11. Quick Unpick		You use it to undo stitching
12. Bobbin		You wind thread onto this. It is the bottom thread in the sewing machine

# Parts of the sewing machine





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For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.



Homework	Due	Task:
<b>Homework 1</b> Plastics and <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 4-6.</li> <li>2. Explain why you use tailors chalk to mark fabric instead pens.</li> <li>3. Explain why you use an ironing board when ironing fabric and not just a table.</li> <li>4. Draw a diagram of a needle with thread through the eye of the needle</li> </ol>
<b>Homework 2</b> Packaging <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 7-9.</li> <li>2. Explain why a tape measure is used in Textiles and not a ruler</li> <li>3. Explain 2 uses of an iron in Textiles</li> <li>4. Explain why you only use fabric scissors to cut fabric and not paper.</li> <li>5. List 5 parts of the sewing machine</li> </ol>
<b>Homework 3</b> Metals <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 10-12.</li> <li>2. What is thread used for in Textiles?</li> <li>3. List 2 other names you may have heard your Teacher call the quick unpick by.</li> <li>4. Explain why a quick unpick is useful.</li> <li>5. Explain why we usually match the colour of the bobbin thread to the top thread.</li> </ol>



Important vocabulary	
Key word	Meaning
1.Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
2. Descriptors	Words that accurately describe.
3. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
4. Nutrition	Eating all the nutrients required to be healthy.
5.Versatile food	Can be used to make lots of different food products e.g., sugar, flour, eggs and water.
6. Cross contamination	When food poisoning bacteria, chemicals or objects get into/onto foods from another place.



**TIPS FOR FOOD SAFETY**  
**ALWAYS SEPARATE RAW & COOKED FOODS**

Separate raw meat, poultry and seafood from other foods.

Use separate equipment and utensils such as knives and cutting boards for handling raw foods.

Store food in containers to avoid contact between raw and prepared foods.

**COLOUR CODED CUTTING BOARDS**  
eliminate the risk of bacterial cross contamination during food preparation

- RAW MEAT**
- RAW FISH**
- COOKED MEAT**
- SALAD & FRUIT**
- VEGETABLES**
- BAKERY & DAIRY**

stgaco

Benefits and disadvantages of specialist equipment

**Positives**

- Efficiency:** Specialist equipment is designed for specific tasks, making them faster and more efficient than general-purpose tools.
- Consistency:** They help achieve consistent results, which is crucial in professional settings like restaurants.
- Quality:** High-quality equipment can improve the overall quality of the food, enhancing flavors and textures.
- Safety:** Many specialist tools are designed with safety features that reduce the risk of accidents.

**Negatives**

- Cost:** Specialist equipment can be expensive, making it a significant investment.
- Space:** They often require more storage space, which can be a challenge in smaller kitchens.
- Maintenance:** These tools may require more maintenance and care, adding to the overall cost and effort.
- Learning Curve:** There can be a steep learning curve to use some specialist equipment effectively.
- Limited Use:** They are often designed for specific tasks, which means they might not be versatile enough for general use.



**Instructions:**

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<p><b>Homework 1= 4<sup>th</sup></b> homework of this rotation</p>	<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 1-6</li> <li>2. What is the difference between the meaning of nutrition and nutrients?</li> <li>3. Why is it important to have protein, calcium and vitamin D as a teenager?</li> <li>4. Using colour coded chopping boards can help to prevent cross contamination. Use the image to create a list of food examples for each colour e.g. cooked meat = yellow = ham, chorizo, salami etc...</li> <li>5. List 2 other ways that cross contamination can be avoided when cooking.</li> </ol>
<p><b>Homework 2= 5<sup>th</sup></b> homework of this rotation</p>	<ol style="list-style-type: none"> <li>1. Look at the equipment listed A-G and name each piece.</li> <li>2. Give 2 benefits (plus points) you have found using electronic kitchen equipment (food processor/ liquidiser), rather than making the same product by hand.</li> <li>3. What are 2 disadvantages of using specialist kitchen equipment.</li> <li>4. Give 2 health and safety rules for using the liquidiser.</li> <li>5. What temperature should all food, especially meat be cooked above by law in oC?</li> </ol>
<p><b>Homework 3=6<sup>th</sup></b> homework of this rotation</p>	<p>Knowledge recap- thinking about what you have learnt answer these questions in your homework book.</p> <ol style="list-style-type: none"> <li>1. Which food poisoning bacteria is linked to red meat?</li> <li>2. Name the piece of equipment used to check the internal temperature of meat and other cooked products.</li> <li>3. The way in which heat moves from one place to another. There are 3 main ones, conduction, convection and radiation. What method of heat transfer would be used for?: <ul style="list-style-type: none"> <li>• Grilling</li> <li>• Frying</li> <li>• Baking/ roasting</li> </ul> </li> <li>4. Name 3 nutrients needed as part of growth and explain their role in the body/ function.</li> <li>5. Name a suitable dish for a teenager that includes the nutrients needed from question 4.</li> </ol>



**This term for homework you will be looking at 'Artwork Analysis'.**

In artist analysis we look directly at an artist's work and analyse what we see, know and think about the work.

**Analyse-** To look at something in detail to explain and ask what it means.

**Infer-** To understand and gather ideas from evidence- in this case the artwork.

This involves thinking about the formal elements of art- colour, shape, form, pattern, texture, composition and tone. As well as comparing what we see with what we know in order to think and explore elements further.

**This will help develop your visual literacy skills and your ability to give opinions and back that with evidence.**

**Each week you will need to answer the questions and finish the sentence starters about the artwork then write this into your homework book.**

You may need to do some additional research to help you find out the answers.



**Example**

The piece I am looking at is called 'Iqalutsiavak' (Beautiful Fish). It was made in 2005. The artwork measures 66 x 81.3 cm.

I can see a large fish in the centre of the piece, it looks as if it is swimming because the tail is folded round above the head. I can see 4 lines coming from the side of the fish, ending in teardrop shapes. The colour of the fish is yellow, orange, black and green. The black is used on the outlines of the fish and to add detail such as the eyes.

The **texture** of the piece is mainly smooth, but I can see a dot type texture on the green parts of the fish and tail.

The artist used stone cut and stencil which is a type of printmaking which allows you to get nice smooth areas and sharp lines.

I think the work is about the fish and about Inuit culture, Inuit people eat fish as the main part of their diet and therefore spending time fishing is an important part of Inuit culture.

I like this piece because the artist has used **harmonious colours** of red and orange and blended smoothly between them. I also like the detail in the fish to show the fins, tail and eye. The position of the fish makes it look like it's alive which gives the piece a sense of energy which I find interesting.

1- The piece I am looking at is called.....  
(the artworks name)  
It was made in.....  
The artwork measures..... by.....

2- **See-** Describe the piece of work, imagine you are describing it to someone who cannot see it. You need to add a lot of detail.  
Subject, Colour,  
Composition, Shape/form,  
Pattern, Texture,  
Line, Tone,

I can see.....

3- **Know-** What material/ technique has the artist used?

.....(artists name) works in  
.....(art material).  
One of the techniques they use is.....

4- **Think- Make connections with what you know and consider context.**

What do you think the work is about?

I think this work is about.....

5- **Think-** What do you think about the work?



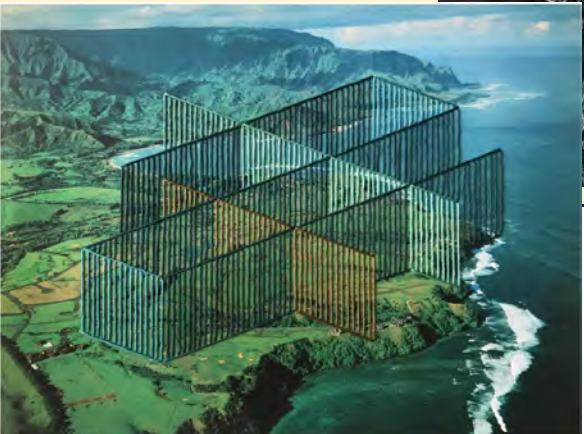
I like/dislike this piece because.....



**Instructions:**

For each homework, you will be asked to look at a particular section of your Knowledge Organiser to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and stop when the time runs out.



Homework	Due	Task:	
<p><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1- Complete a piece of writing analysing the artwork by Katsushika Hokusai.</p> <p><i>Katsushika Hokusai, "South Wind, Clear Sky from Thirty-Six Views of Mount Fuji,"</i> 1830, wood block print.</p>	
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Complete a piece of writing analysing the artwork by Michael Kenna.</p> <p>Koshimizu Tree, Hokkaido, Japan. 2023. <b>Photography</b></p>	
<p><b>Homework 3</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Complete a piece of writing analysing</p> <ul style="list-style-type: none"> <li>the artwork by Shaun Kardinal.</li> <li>Shaun Kardinal, Planes series, 2019,</li> <li>embroidered paper</li> </ul>	



Year 8 Drama –  
Block 8-Devising  
from Stimulus

<i>Elements of Devising</i>	<i>Description</i>
<b>Devising</b>	Creating an original piece of theatre
<b>Stimulus</b>	Something that inspires you to think of ideas
<b>Plot</b>	The storyline
<b>Themes</b>	Ideas that are reoccurring e.g. Power
<b>Atmosphere</b>	The mood of the scene
<b>Characters</b>	The people in the story
<b>Setting</b>	Where the performance is set
<b>Climax</b>	The most important moment in the story
<b>Tension</b>	A state of uncertainty that builds suspense
<b>Interpretation</b>	Your own creative response to the stimulus



*Physical Skills*

1	<b>Gesture</b>	Hand actions i.e. pointing a finger or tilting the head
2	<b>Mannerism</b>	A character's habitual movements i.e. twitching the nose, licking the lips, biting the nails
3	<b>Body Language</b>	Non-verbal communication of the body to show emotion
4	<b>Facial Expression</b>	How the face conveys emotion e.g. an angry face shows furrowed eyebrows, pursed lips, squinted eyes, scrunched nose and forehead
5	<b>Proxemics</b>	Distance between characters. How the stage space is used effectively to show something (e.g. relationships between characters)
6	<b>Gait</b>	How a character walks e.g. narrow or wide gait
7	<b>Relationship</b>	How the character interacts with others on stage
8	<b>Energy</b>	Low level or high level
9	<b>Posture</b>	How a person carries themselves sitting or standing e.g. – shoulder back, chest out, chin up, feet together
10	<b>Eye Contact &amp; Eye Line</b>	When two people are aware of looking directly into one another's eyes. Where the eyes are focused.



**Year 8  
Drama –  
Block 8-  
Devising  
from  
Stimulus**



<b>Techniques</b>		
11	<b>Freeze Frame</b>	A frozen scene on stage
12	<b>Step-Out</b>	a character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes
13	<b>Narration</b>	the process of telling a story
14	<b>Split Stage</b>	two or more scenes which are performed on stage at the same time
15	<b>Staging</b>	Where the audience are e.g. proscenium arch, thrust stage, In the round, traverse, promenade/end-on
16	<b>Breaking the Fourth Wall</b>	When characters speak to the audience by breaking the imaginary wall between them
17	<b>Characterisation</b>	How your character appears, speaks, thinks, feels & moves, motivation & context
18	<b>Stage positions</b>	<i>E.g. centre stage, upstage left, upstage right, downstage left etc</i>
19	<b>Blocking</b>	Where the actors stand on stage
20	<b>Improvise</b>	A performance created on the spot without preparation


<b>Vocal Skills</b>		
21	<b>Accent</b>	shows where the character is from
22	<b>Volume</b>	How loudly or softly you speak
23	<b>Diction</b>	informal / slang the way in which you pronounce words clearly
24	<b>Tone</b>	how the voice conveys emotion
25	<b>Pitch</b>	High or low voice
26	<b>Pace</b>	Speed of delivering dialogue
27	<b>Pause</b>	A gap between word or lines of dialogue used for effect
28	<b>Intonation</b>	Where the pitch goes up and down to keep the audience engaged
29	<b>Timing</b>	Taking less or more time to speak for a particular reason
30	<b>Emphasis</b>	Where a word or sound is exaggerated for effect





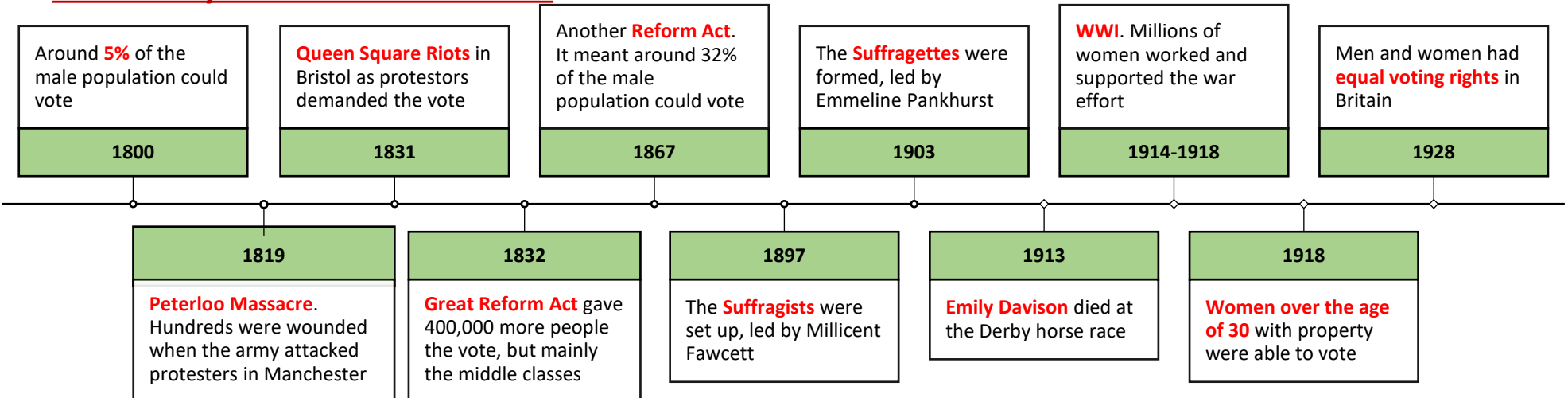
**Instructions:**

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Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Cover, Write, Check key terms 1-10</li> <li>2. Name a physical skill.</li> <li>3. Describe how you would use that physical skill on stage.</li> <li>4. Name a vocal skill.</li> <li>5. Describe how you could use that vocal skill on stage.</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Cover, Write, Check key terms 11-20</li> <li>2. What makes a successful freeze frame?</li> <li>3. How can you show the status of character using levels?</li> <li>4. How can a fairytale be modernised? Give one example.</li> <li>5. Draw a square box and mark Downstage Right with an X.</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, Check key terms 21-30</li> <li>2. What does a focused rehearsal look like?</li> <li>3. What is a step-out?</li> <li>4. What has been your favourite part of Year 8 Drama lessons this academic year and why? (Vocal skills, particular scripts explored, devising from stimulus)</li> <li>5. What is one thing you would change about the Year 8 Drama lessons?</li> </ol>



### Democracy in Britain c.1800-1928



	<b>Emmeline Pankhurst</b> , leader of the Suffragettes
	<b>Millicent Fawcett</b> , leader of the Suffragists
	<b>Emily Davison</b> , a suffragette who was hit by the King's horse at the Derby and died
	<b>Henry Hunt</b> , A radical reformer and orator who wanted more men to be able to vote


#### Key terms for this unit

<b>1. Democracy</b> A system where everyone is represented in government	<b>5. Suffrage</b> The right to vote in elections <i>"People in the 1800s campaigned for suffrage"</i>	<b>9. Enfranchised</b> To give the vote to people <i>"Women were enfranchised in 1928"</i>
<b>2. Suffragists</b> A group who wanted women's suffrage. They tended to use non-violent methods	<b>6. Suffragettes</b> A group who wanted women's suffrage. They were willing to use violence to be heard	<b>10. Reform</b> Change. People in the 1800s wanted political reform
<b>3. Orator</b> A good public speaker	<b>7. The Derby</b> A prestigious horse race ran every year	<b>11. Radicals</b> The name given to those who wanted change in the 1800s
<b>4. Parliament</b> Made up of the House of Commons and the House of Lords, this is where laws are made and passed	<b>8. MPs</b> Members of Parliament. Today there are 650 MPs who represent their local area in Parliament	<b>12. Canaries</b> The nickname for women who worked in WWI factories making bullets, this was because their skin often turned yellow



**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

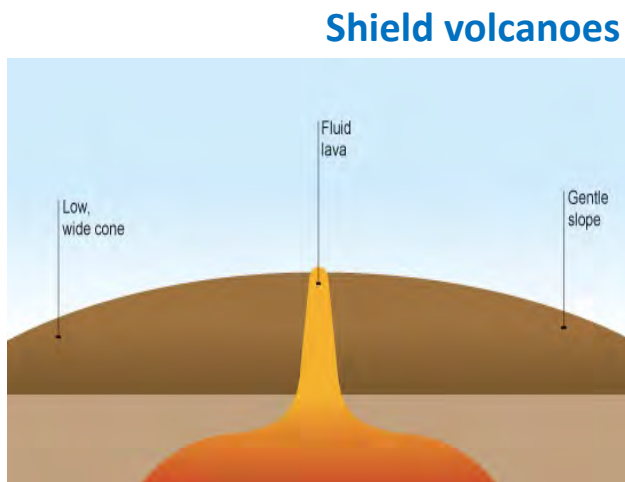
Homework	Due 	Task:
<b>Homework 1</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, Cover, Write and Check terms: 1, 2, 3, 4.</li> <li>What is a 'democracy'?</li> <li>Use the word reform in a sentence</li> <li>What happened in 1832?</li> <li>What does the term suffragette mean?</li> </ol>
<b>Homework 2</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, Cover, Write and Check terms: 5,6,7,8</li> <li>Describe 1 positive of the Great Reform Act (1832)?</li> <li>Who was Henry Hunt?</li> <li>True or false: both men and women were able to vote in the 1800s.</li> <li>When were women over the age of 30 given the vote?</li> </ol>
<b>Homework 3</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, Cover, Write and Check terms: 9,10,11,12</li> <li>What was Peterloo Massacre?</li> <li>How did WW1 impact how women were viewed?</li> <li>What is the difference between Suffragists and Suffragettes?</li> <li>Why were the Suffragettes' considered 'radical' (extreme)?</li> </ol>



# 8.4 Why do so many people live in the danger zone? Part two

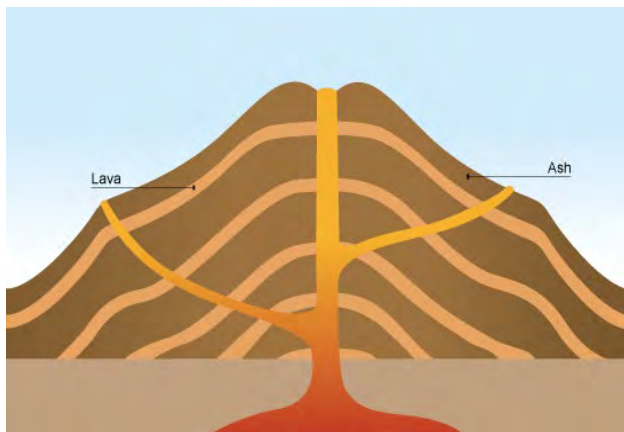
## Shield vs Composite volcanoes

- Gentle slopes and a wide base
- Frequent eruptions
- Lava flows at high speeds and long distances
- Non-violent eruptions



Made at **constructive** plate margins.

## Composite volcanoes



- Steep sided with a distinctive cone shape.
- Acid lava
- Explosive eruptions of lava and ash
- Layers of alternating ash and lava

Made at **destructive** plate margins.

Keyword	Definition
<b>1. Shield volcano</b>	A steep sided volcano made up of layers of lava and ash, only created at destructive plate margins
<b>2. Composite volcano</b>	A flat volcano, only created at constructive plate margins.
<b>3. Primary effect</b>	An effect which is a direct consequence of the natural hazard.
<b>4. Secondary effect</b>	An effect which is a consequence of the primary effects of a natural hazard.
<b>5. Immediate response</b>	Something which usually occurs within the first three days of a natural hazard.
<b>6. Long-term response</b>	Something which occurs weeks, months or years after a natural hazard.
<b>7. Prediction</b>	Involves trying to forecast when the natural hazard will occur.
<b>8. Preparation</b>	Putting procedures in place to limit the loss of life and increase the chance of survival.
<b>9. Protection</b>	Building to an appropriate standard and using designs to withstand the natural hazard.



### What makes some countries more at risk to hazards?

Physical factors	Social factors	Economic factors
Tectonic hazards occur close to plate boundaries. The closer a location is to the boundary the more intense the hazard can be.	HIC may have well established evacuation procedures and disaster response teams.	High income countries may have access to the most accurate technology and data for monitoring volcanoes.
The stronger the earthquake the more destructive it can be.	In poorer areas, people may not have access to shelter, food, clean water supplies and medical care.	High income countries can afford to build homes which can withstand strong earthquakes.

#### Nepal earthquake 2015

- Death Toll:** 8 500 people
- Damage cost:** \$10billion ( 50% of countries GDP)
- Magnitude:** 7.8
- Time and Date:** 25<sup>th</sup> April 2015 11:56am
- GNI per capita:** \$2970
- Adult literacy:** 57.4% over 15 years can read/write
- Clean water access:** 87.6% people have access



- Death Toll:** 41 people
- Damage cost:** \$3.32billion
- Magnitude:** 6.6
- Time and Date:** 6th September 2018 03:08am
- GNI per capita:** \$43,730
- Adult literacy:** 99% over 15 years can read/write
- Clean water access:** 97% people have access

#### Japan earthquake 2018



### How does the level of development effect the impact and responses to earthquakes?


- In **less developed** areas, **buildings and infrastructure** may not be constructed to withstand earthquakes, and **emergency response systems** may not be well-equipped to handle the aftermath of an earthquake. **This can result in more damage, injury, and loss of life.**
- In **more developed** areas, buildings and infrastructure are often designed and built with **earthquake-resistant features**, such as **flexible joints, shock absorbers, and bracing.**
- Emergency response systems are better equipped to handle an earthquake, including **search and rescue operations** and providing medical assistance.



**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**



Homework	Due 	Task:
<p><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write and check key terms 1 and 2.</li> <li>2. Which type of volcano is made at a destructive plate margin?</li> <li>3. Which volcano has non-violent eruptions?</li> <li>4. Describe the differences in shape between the two different volcanoes.</li> <li>5. What are the two main differences between shield and composite volcanoes?</li> </ol>
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write and check key terms 3-6.</li> <li>2. How can physical factors make a country more at risk to hazards?</li> <li>3. Which earthquake had the most deaths?</li> <li>4. Which country is a LIC and which is a HIC?</li> <li>5. Why did the Japan earthquake cause more expensive damage?</li> </ol>
<p><b>Homework 3</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write and check key terms 7-9.</li> <li>2. How can social factors make a country more at risk to hazards?</li> <li>3. Which country has more access to clean water?</li> <li>4. Finish the sentence: 'Development can affect the impacts of earthquakes by.....'</li> <li>5. Explain how a building can be made earthquake proof.</li> </ol>



## Key Terms



1. **Original sin** – inherited sinful nature from Adam and Eve's disobedience
2. **The Fall** – the event of Adam and Eve's expulsion from the garden of Eden
3. **Evil** – the presence of moral and natural wrongdoing or harm
4. **Suffering** – the experience of physical or emotional pain and distress
5. **Free will** – the ability to make choices and decisions without external concern
6. **Karma** – concept that ones actions in the present or past lives will influence their future experiences and circumstances
7. **Enlightenment** - the realisation of the truth about life
8. **Theodicy** – argument for God's existence that uses evil and suffering

## The 4 Noble Truths

"I teach suffering, its origin, cessation and path. That's all I teach", declared the Buddha 2500 years ago.

The Four Noble Truths contain the essence of the Buddha's teachings.

1. The truth of suffering (Dukkha)
2. The truth of the origin of suffering (Samudāya)
3. The truth of the cessation of suffering (Nirodha)
4. The truth of the path to the cessation of suffering (Magga)



# Evil and Suffering

## What is evil?



There are two types of evil and suffering:

- **Moral evil and suffering** – this is suffering caused by the actions of humans. Examples include acts of murder, and war.
- **Natural evil and suffering** – this is suffering that is caused by nature and has nothing to do with the actions of humans. Examples include earthquakes, floods, **tsunamis** and disease.

## Buddhist Responses to Suffering

- Suffering is a key part of life. Buddhists follow teachings that will help to relieve the suffering of others.
- **Karuna** is the word for **compassion**. This is the understanding of, and the desire to help remove harm and suffering from others.

*"And how do you live with your heart suffused with loving-kindness extending outward in any direction? In the same way that you feel friendliness when you see a dearly loved friend, you extend your loving-kindness to every living thing."* - The Vibhanga

- Buddhists believe that following the Eightfold Path will help them to reach **enlightenment**. This will end the cycle of suffering.
- In the fourth truth the **Buddha** taught that the way to get rid of the desire that causes suffering is to free yourself from being attached to it.



## The Eightfold Path

- The **Eightfold Path** is a set of guidelines for Buddhists to live by that should lead to the end of suffering.
- Each step of the Eightfold Path is carried out at the same time, as opposed to step by step. The eight steps are:

1. Right Understanding
2. Right Intention
3. Right Speech
4. Right Action
5. Right Livelihood
6. Right Effort
7. Right Mindfulness
8. Right Concentration



### The Story of Job

- Job is described as a good man who loves God.
- **Satan** challenges God, saying that Job is only good because he has a happy life. God allows Satan to put Job's faith to the test by causing him to suffer.
- First, Job loses his livestock, his servants and all his children.
- He is devastated but remains faithful and praises God.
- Then he suffers horrible weeping sores all over his body.
- Job's wife tells him to reject God and to accept that he is dying, but Job refuses.
- He tries to find ways to live with his suffering.
- Even his closest friends think that he must somehow be to blame for his suffering.
- Job begins to question God's fairness - *how could God let wicked people flourish while good people suffer?*
- Eventually, God appears to Job.
- He asks impossible questions that show Job how little he can understand about God's ultimate plan.
- Job is humbled by this encounter, and at last appreciates that God's unlimited power cannot be fully understood by human beings.
- Job never learns why he has suffered.
- However, God restores his health and gives him twice as much property as before, more children, and a very long and prosperous life.

### Analysis of Job

- Job's faith is tested through his suffering on many occasions, but still he keeps his faith in God and in the end is rewarded.
- God presents Job with impossible questions to show him that God's ways are beyond human understanding.
- Despite others telling him to stray from his faith, Job stayed faithful to God and trusted God.



### Nature vs Nurture

*Are people born evil or do they become evil?*

- The nature versus nurture debate involves the extent to which aspects of behavior are a product of either inherited (i.e., genetic) or acquired (i.e., learned) influences.

### The Inconsistent Triad (J.L Mackie)

- The problem of evil can be regarded as an 'inconsistent triad' – in other words, **three** ideas but only **two** of them can be true.
- As there is clear evidence and experience of evil, either God is not all-powerful (ie He cannot stop evil) or God is not loving and good (ie He does not love us or care enough to stop evil).
- Some people believe that if evil exists and God is all-powerful, then He cannot be all loving.


#### Responses – Epicurus

- The Greek philosopher Epicurus (342-271 BCE) claimed that the existence of evil proved there is no God.
- He claimed that if God cannot stop evil then he is not all-powerful (omnipotent).
- He then argued that if God can prevent evil but does not, then God is not good.
- He linked these two points together, claiming that if God is all-powerful and good, then evil would not exist.
- Finally, human experience is that evil does exist.
- Therefore Epicurus concluded that God must not exist.



**Instructions:**

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Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, Check Terms 1-3</li> <li>2. Give two examples of a moral evil.</li> <li>3. What is the message of the Story of Job?</li> <li>4. What is the Eightfold Path?</li> <li>5. How do you think the Eightfold path will influence Buddhists?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, Check Terms 4 – 6</li> <li>2. Explain how the inconsistent triad works.</li> <li>3. Draw a diagram to explain the inconsistent triad.</li> <li>4. How do Buddhists respond to the existence of suffering?</li> <li>5. Who tried to influence Job?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, Check Terms 7-8</li> <li>2. Give two examples of a natural evil?</li> <li>3. How did Epicurus respond to the Inconsistent Triad?</li> <li>4. Draw an example of a moral evil and a natural evil</li> <li>5. What id moral evil?</li> </ol>



Physical Components of Fitness		Definition	Types of Training to improve fitness components	Fitness Tests for measuring each component of fitness
1	<b>Aerobic Endurance</b>	The ability to exercise your cardio respiratory system for a long period of time.	Continuous, Fartlek, Interval, Circuit.	Forestry Step Test, Multi Stage Fitness Test.
2	<b>Muscular Endurance</b>	The ability to exercise your muscular system for a long period of time.	Circuits, Free weights, Plyometrics.	One minute press-up, one minute sit-up test.
3	<b>Muscular Strength</b>	The maximum force that a muscle or muscle group can produce.	Circuits, Free weights, Plyometrics.	Hand grip dynamometer.
4	<b>Flexibility</b>	The range of movement around a joint.	Static, Ballistic, Proprioceptive Neuromuscular Facilitation.	Sit and reach test.
5	<b>Speed</b>	The distance covered over time (metres per second).	Hollow sprints, Acceleration sprints, Interval.	35m sprint test (BTEC) or 30m sprint test (GCSE).
6	<b>Body Composition</b>	The ratio of fat mass to fat free mass in the body.	Continuous training and free weights	Body Mass Index, Bioelectrical Impedance Analysis. Skinfold test.
7	<b>Balance</b>	The ability to maintain a centre of mass above a base of support.	Dynamic balance drills	Stork Stand Test.
8	<b>Coordination</b>	Being able to use two or more body parts at once to complete a motor task efficiently.	Hand eye coordination drills	Wall Toss test.
9	<b>Reaction Time</b>	The time taken to respond to a stimulus.	Plyometrics, acceleration sprints	Ruler Drop Test.
10	<b>Power</b>	The combination of speed and strength.	Circuits, Free weights, Plyometrics.	Vertical Jump Test.
11	<b>Agility</b>	The ability to change direction at speed without losing balance.	Plyometrics	Illinois Agility Test.




Physical Effects of exercise Long Term	
12	Lower resting heart rate (bradycardia).
13	Lower breathing rate.
14	Bigger and stronger muscles including the heart (Hypertrophy).
15	Reduced risk of chronic illnesses such as type 2 diabetes and heart disease.
16	Increased bone density.
17	Improvement in specific components of fitness.
18	Decreased risk of hypertension.

	Principles of Training	How to apply them
19	<b>Frequency</b>	How often you train.
20	<b>Intensity</b>	How hard you train.
21	<b>Time</b>	How long you train for.
22	<b>Type</b>	The method of training you use.

**Instructions:**


For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.



Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check Key Words</li> <li>2. Name 2 components of fitness that you would need to be a good football player?</li> <li>3. What skill component would be the most important if you were a Gymnast? Why?</li> <li>4. What component of fitness does the hand grip dynamometer measure?</li> <li>5. What does the F stand for in the principles of training?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check Key Words</li> <li>2. Name 2 components of fitness that you would need to be a good Basketball?</li> <li>3. What skill component would be the most important if you were a Sprinter? Why?</li> <li>4. What component of fitness does the sit and reach test measure?</li> <li>5. Give 2 long term effect of exercise on the body ?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check Key Words</li> <li>2. Name 2 components of fitness that you would need to be a good javelin thrower?</li> <li>3. What skill component would be the most important if you were a Cricket player ? Why?</li> <li>4. What component of fitness does the ruler drop test measure?</li> <li>5. What does the I stand for in the principles of training?</li> </ol>

**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>Click on 'My Assignments and select your class</li> <li>Complete the assignments set for your class for this week</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>Click on 'My Assignments and select your class</li> <li>Complete the assignments set for your class for this week</li> </ol>
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# Which lesson is my homework due?

## Due dates for week A subjects

Week	Subjects	Hwk 1 due week commencing 15/06/26	Hwk 2 due week commencing 29/06/26	Hwk 3 due week commencing 13/07/26
A	French/ Spanish	my homework is due on _____	my homework is due on _____	
A	Tech/ computing	my homework is due on _____		
A	Art			
A	Drama			

Subject	Homework set/checked on:
English	Friday
Maths	Monday
Science	Wednesday

## Due dates for week B subjects

Week	Subjects	Hwk 1 due week commencing 22/06/26	Hwk 2 due week commencing 06/07/26
B	History		
B	Geography		
B	RE		
B	PE		
B	Music		