

Year 9 Holiday Homework



Summer 2023

Year 9 Holiday Homework

2023



- Please complete homework sheets for English, mathematics and science. Then complete only the subjects that you have chosen in Year 10.
- You will need to submit homework to individual subject teachers on your first lesson back in September.
- Most tasks ask you to complete on a separate piece of paper. A4 lined paper can be collected from your tutor.
- The following subjects need to be completed in this booklet and carefully removed, so it can be handed to your teacher on the first day back: French, Graphics, Religious Education and Spanish.

The homework all have a significant focus on reading. If you do not read over the summer holidays your reading age **WILL** regress. There will be a **star prize** for the students who most improve their reading age over the break.

Enjoy your break

Mr Whitfield

Deputy Headteacher

Year 9 – English Summer Homework 2023

Complete the tasks below on A4 paper. In this extract, taken from the middle of a novel, a hobbit named Bilbo Baggins enters the lair of a dragon named Smaug and steals a golden cup.

He was altogether alone. Soon, he thought, it was beginning to feel warm. “Is that a kind of a glow I seem to see coming right ahead down there?” he thought. It was. As he went forward, it grew and grew, till there was no doubt about it. It was a red light steadily getting redder and redder. Also, it was now undoubtedly hot in the tunnel. Wisps of vapour floated up and past him and he began to sweat. A sound, too, began to throb in his ears, a sort of bubbling like the noise of a large pot galloping on the fire, mixed with a rumble as of a gigantic tom-cat purring. This grew to the unmistakable gurgling noise of some vast animal snoring in its sleep down there in the red glow in front of him.

It was at this point that Bilbo stopped. Going on from there was the bravest thing he ever did. The tremendous things that happened afterward were as nothing compared to it. He fought the real battle in the tunnel alone, before he ever saw the vast danger that lay in wait. At any rate after a short halt go on he did; and you can picture him coming to the end of the tunnel, an opening of much the same size and shape as the door above. Through it peeps the hobbit’s little head. Before him lies the great bottommost cellar or dungeon-hall of the ancient dwarves right at the Mountain’s root. It is almost dark so that its vastness can only be dimly guessed, but rising from the near side of the rocky floor there is a great glow. The glow of Smaug!

There he lay, a vast red-golden dragon, fast asleep; thrumming came from his jaws and nostrils, and wisps of smoke, but his fires were low in slumber. Beneath him, under all his limbs and his huge coiled tail, and about him on all sides stretching away across the unseen floors, lay countless piles of precious things, gold wrought and unwrought, gems and jewels, and silver red-stained in the ruddy light. Smaug lay, with wings folded like an immeasurable bat, turned partly on one side, so that the hobbit could see his underparts and his long pale belly crusted with gems and fragments of gold from his long lying on his costly bed. Behind him where the walls were nearest could dimly be seen coats of mail, helms and axes, swords and spears hanging; and there in rows stood great jars and vessels filled with a wealth that could not be guessed. To say that Bilbo’s breath was taken away is no description at all. There are no words left to express his astonishment, since Men changed the language that they learned of elves in the days when all the world was wonderful.

Bilbo had heard tell and sing of dragon hoards before, but the splendour, the lust, the glory of such treasure had never yet come home to him. His heart was filled and pierced with enchantment and with the desire of dwarves; and he gazed motionless, almost forgetting the frightful guardian, at the gold beyond price and count.

Question 1: Read the first paragraph. List four things that Bilbo Baggins sees and hears in the tunnel. (4 marks)

Question 2: Read the last two paragraphs. How does the writer use language to describe the dragon and his lair? Write two paragraphs using the paragraph structure you’ve been taught by your teacher. (8 marks)

Remember to: Use quotes; zoom in on the writer’s choice of language, techniques, sentence lengths and/or punctuation; explain the effect on the reader

Question 3: How has the writer structured the text to interest you as a reader? You should write one paragraph on the beginning, one on the middle and one on the end. (8 marks)

Remember to consider: Changes in pace, characterisation, atmosphere and/or narrative focus

Question 4: Write a story about a magical place. This should be between 400 words and 600 words long. (40 marks)

You should apply what you’ve learned in English lessons this year on creative writing, including: having a clear structure, e.g. Freytag’s Pyramid; clearly describing setting and character; and using a range of vocabulary, punctuation and sentence structures.

Y9 Summer Holiday Homework

Mathematics



Year 9,

Your class teacher will have given you a booklet of questions to complete over the summer holidays. You must answer all the questions and **bring back the completed the booklet on your first lesson back in September.**

The questions in the booklet are on a select few topics that you have covered in year 9. Please use your exercise books or maths websites to help you if you are stuck on a question.

Have a good summer.

Ms Ahmad

Useful websites

- BBC Bitesize
- Maths Genie
- Corbettmaths
- Sparx maths – Click on independent learning to get help on a specific topic

Y9 Science Holiday Homework

Reading Comprehension: Carbon cycle

Read the text and answer the questions on a separate piece of paper. Hand this in to your Science teacher in your first lesson back.

Carbon is found in both the living and non-living parts of the planet, as a component in organisms, atmospheric gases, water, and rocks. Carbon moves from one sphere to another in an ongoing process known as the carbon cycle. The carbon cycle influences crucial life processes such as photosynthesis and respiration, contributes to fossil fuel formation, and impacts the earth's climate. Besides the small additions of carbon from meteorites, the total carbon on Earth is stable. But, the amount of carbon in any given sphere of the planet can increase or decrease depending on the fluctuations of the carbon cycle. The carbon cycle, includes many carbon-containing compounds, such as carbon dioxide, sugars, and methane.

Carbon cycles include sources, sinks and reservoirs. Carbon sources release carbon into the atmosphere. Volcanic eruptions, respiration of animals and burning fossil fuels are some of the sources of carbon. Carbon sinks absorb carbon from the air. Plants, algae and large water bodies act as carbon sinks. There are some places where carbon is stored in large amounts called reservoirs, these are earth's atmosphere, oceans, rocks and volcanoes.

Some of these processes happen on short time scales, such as photosynthesis, which moves carbon from the atmosphere into the biosphere. Some carbon cycle processes happen over much longer time scales. For example, when marine organisms with calcium carbonate skeletons and shells die, some of their remains sink towards the ocean floor. These two examples show the extreme variety of processes that take place in the carbon cycle.

Humans affect the carbon cycle and there are natural fluctuations, but humans have been changing the carbon flows on earth at an unnatural rate. The major human-induced changes result in increased carbon dioxide in the atmosphere. The largest source of this change is burning fossil fuels, but other actions such as deforestation and manufacturing also contribute to this change in the carbon cycle. Because carbon dioxide and methane are greenhouse gases that help to control the temperature of the planet, the human-induced increase in atmospheric levels is resulting in a host of climatic changes on our planet.

Questions

- 1. List 2 sources and 2 sinks of carbon**
- 2. What is the meaning of a carbon reservoir?**
- 3. Name 3 carbon containing compounds**
- 4. Describe how respiration of animals contributes carbon to the atmosphere**
- 5. Suggest why plants are considered as carbon sinks**
- 6. How are humans contributing to the volume of carbon in the atmosphere?**
- 7. Name 2 greenhouse gases and describe why they are bad for the environment**

Impress your teacher next year: Research what your 'carbon footprint' means and suggest ways to reduce it. You can even try and put this into action over the summer!

Year 9 ADT

Design Brief:

Brothers Marco and Luigi are opening up a new street food restaurant near Earlsfield Station. They need help preparing to open their business - they have decided to focus on Italian street food like Arancini balls and Sfogliatelle, but also their love of food influences from across the world.

Choose one of the below briefs to help them prepare to open their new business successfully.

Design Task 1 - Art (Poster)

Marco and Luigi would like to sell street food that reflects their family heritage and ethnicity (they have family from Asia, Brazil and North Africa) and the food they are preparing to sell. The poster should feature pictures of YOUR favourite street food. This should be A4 and the best possible drawing and/or painting.

Researching a style or previous artist will give you some ideas for colour, shape and texture as well as composition. However if you have an idea, simply giving it a go is the best way to find out.

Design Task 2 - Graphics (Logo)

Marco and Luigi's new restaurant is to be called 'Marco & Luigi' - very original! (if you have a more original name to suggest then use this instead).

They want a logo that is modern, dynamic and bold. They are happy for just their initials to be used alternatively to writing out their names in full. They would like to see if any bold shapes could be used or influence taken from their family history - maybe a combination of flag styles or designs or country symbols.

Start by researching logos you like before trying to sketch out different combinations of M & L.

Recommend you try 10-15 different ideas before focusing on one and making it the best it can be.

For the final design this should be drawn as it would appear on their takeaway box used to carry food away.

Design Task 3 - 3D Design (Packaging)

Marco and Luigi know that they want their packaging to be a unique selling point as a lot of other street food stalls use the same old design, or don't even think about it. Can you come up with an exciting and unusual design for them to sell their food on or in? They've asked you to start by researching unusual packaging designs as well as thinking about how you use a plate or a bowl, before sketching out ideas on paper. You could even try making a test model from card, paper and existing packaging before taking a photo or bring the final design in. Remember the design must hold food, and could close to allow people to take it away confidently.

GCSE CITIZENSHIP SUMMER HOLIDAY HOMEWORK

Welcome to Citizenship Studies. You made the right choice selecting this subject as one of your GCSE options.

This subject will equip you with the enviable knowledge and skills to not only navigate the country you live in but the world you reside in. And equally as important, how to affect change. In short, if you see something in society that you do not agree with, you will know how to change it and make a meaningful difference.

To really thrive next year in citizenship studies and in Year 11, there are a few basic things that you need to be abreast of. Knowing these things will give you the foundations to excel over the next two years. Therefore, I am tasking you with three simple assignments – are you ready? If so, continue to read ahead:

ASSIGNMENT 1: KEY TERMS AND CONCEPTS OF CITIZENSHIP STUDIES

There are a few key words, concepts and terms that you must understand. Create a glossary, defining each of the following key terms:

Power, authority, active citizen , advocacy British values , censorship, law, Commonwealth, Council of Europe, Democracy, General election, Government, Houses of Parliament , Immigration, Human Rights, Justice, Media , multiculturalism, Prime minister, Pressure group, voting

Use the following link for support : <https://filestore.aqa.org.uk/resources/citizenship/AQA-8100-SUBJECT-VOCAB.PDF>

ASSIGNMENT 2: KEEPING UP WITH CURRENT AFFAIRS

All excellent essays and questions that require an extended response in Citizenship Studies are rich in analysis and reflect what is happening in the present as well as the past. For example, if you were asked a question in Citizenship Studies about how and why the population of the UK has changed over the past decade, your understanding of BREXIT (The UK leaving the European Union) and the Conservative UK Government Home Office strategy for tackling migration would enable you to provide a more analytical and up to date response.

With this in mind, your second task is to maintain a weekly diary of key events in the news over the summer. You must have at least five key events recorded, with a brief description of each. For the purposes of this activity a key event has to be something that has an impact on the lives of people in the UK (this can be positive and/or negative). For example, decisions made by the government.

ASSIGNMENT 3: ACTIVE CITIZENSHIP

I mentioned earlier that one of the key aspects of Citizenship Studies is to empower you with the skills and ability to affect change in society. To kick-start that process, I want you to think of one issue or social problem which affects people. Write a short paragraph explaining:

1. Why it is a social issue or problem
2. What you would do to change it
3. Why it is important to change it

Some examples might include: homelessness, knife crime and childhood obesity

Challenge: Evaluate your idea by considering the question: What might be some of the difficulties in making a change and how would you potentially overcome them?

Key Stage 3 Computer Science (Years 7, 8 and 9)

Write the definitions for the following common words in Computer Science

Word	Definition
Protocol	
Usability	
Algorithm	
Iteration	
Selection	
Sequence	
Integer	
Compiler	
Syntax	
Array	
Pseudocode	
Binary	
Hexadecimal	
Boolean	
Bandwidth	
Latency	
Firewall	
Database	
Query	
Pixel	
Sampling	

Please hand this in to your Computer Science teacher at the start of the
Autumn term.

Summer Holiday Homework Year 10 to 11 (Drama GCSE)

In year 10 you will be creating your own performance piece based on a stimulus given by the exam board.

Task 1

In your own words write down the definition for each drama technique and explain why you might use it in a performance.

Drama technique	Definition	Why do you use it?
Still image		
Mime		
Cross cutting		
Unison		
Canon		
Narration		
Thought track		
Direct address		
Slow motion		

Task 2 - Response to stimulus.

Your stimulus is '**Ohh...Alright**' by **Roy Litchenstein**. You must provide **three** pieces of research to show your understanding of the stimulus

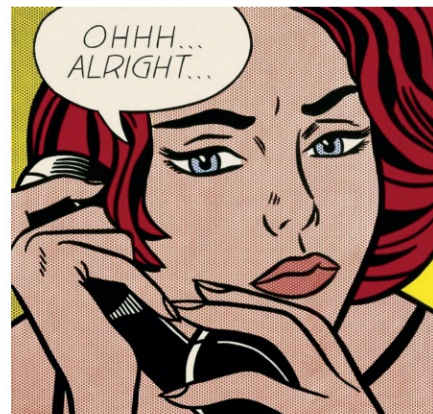
- **Who is Roy Litchenstein?**
- **What was his art about?**
- **What is the meaning behind his paintings/this painting?**

You must create a mood board/collage sharing a performance idea.

The mood board should be covered in images from magazines, newspapers or the internet and explanations of why you have chosen these elements and how they contribute to your story.

The mood board should include:

4 Ohhh...Alright... by Roy Lichtenstein (1964)



- Basic plot line
- Themes and issues
 - Structure
 - Characters
- Costume choices
 - Staging type
- Lighting and sound effects

You will present this back to the class on your first week back!

GCSE Film Summer Homework

Your homework this Summer will help you to practise viewing films with a critical lens. This will also be a way for your teachers to understand more about why you have chosen this subject and what you like about Film.

1. Think about and write down what your 3 favourite films are (these can be any genre or type of film).
2. Pick one of these films and write a review answering the following questions:
 - Give a brief summary of the plot of the film (no spoilers!)
 - What genre would you classify this film as? What conventions are in this genre?
 - What do you think of the actors' performances? What have they done well?
 - What do you like most about the film? Are there any negative aspects of the film?
 - Who would you recommend this film to? Does it have a specific audience?
 - What rating would you give it out of 5 stars and why?
3. Search your film on google and have a look at some critical reviews. Rotten Tomatoes is a good place to start where you can see short reviews made by critics.
 - Write down a positive and a negative review about your film that you have found.
 - How are the reviews different/similar to yours?
4. Find definitions for the following terms:

Mise-en-scene:

Diegetic/non-diegetic sound:

Cinematography:

Representation in Film:

Indie/independent Film:

Y9 Geography Summer Holiday Homework 2023

Task 1: Climate change and extreme weather vocabulary

- Find a definition for each of the following key words.
- Use each word in a sentence.
- Optional - draw an image for each word.

Low income country (LIC)	High income country (HIC)	Newly emerging economy (NEE)	Extreme weather
Impact	Response	Management	Adaptation
Mitigation	Climate change	Orbital changes	Quaternary period

The AQA subject specific vocabulary guide will help you

<https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF>



Task 2: Command words

At GCSE there are many types of questions and command words.

Use the 'Get to grips with GCSE command words' document to define:

Describe	Compare	Explain
Assess	To what extent	Evaluate

Get to grips with GCSE Geography command words

<https://filestore.aqa.org.uk/resources/geography/AQA-8035-CW-GUIDE.PDF>



Task 3: The first topic in Y10 will be all about Rivers!

Read the articles about rivers in the UK and create a double sided A4 fact file rivers in the UK and in particular The River Tees



Include the following in your case study sheet; Length, a map, source, mouth, landforms, importance of the river



Health and Social care

Human lifespan development

In preparation for our first unit of study :

(a) Find out the meaning of the following key terms. You must write them in your own words.

Present the key terms in a poster format with pictures/diagrams to help describe them.

Key terms:

☐ Developmental milestones/norms

☐ Cooperative play

☐ Physical development

☐ Cognitive development

☐ Early years setting

(b) Ask your parent/carer the following questions about your own development:

1. How much did you weigh at birth?
2. At what age did you first sit up on your own?
3. At what age did you start crawling?
4. At what age did you start walking?
5. When did you say your first words and what were they?
6. Who was your first friend?
7. Who was your favourite person growing up e.g. grandparent, sibling, babysitter etc.

Using the information you found, produce a fact-file about your own development in infancy.

Challenge: Choose a famous person and try to find out the answers to the above questions for them.

Compare these answers to your own.

Super challenge : Explain why you think the differences occurred . Look at the impact of factors such as lifestyle, socio-economic (money) , cultural and social influences (religion, social class, different cultures etc).

History - Year 9 Holiday Homework Summer 2023 – ONLY for students taking history GCSE



TASK 1

In Year 10 we will study Early Elizabethan England c.1558-1590 from September 2023. In preparation for this you need to research and create a fact file on **Sir Francis Walsingham** and on **Sir Walter Raleigh**.

For **Sir Francis Walsingham** your fact file needs to include:

1. Who was he? (background)
2. When did he live?
3. How did he help Elizabeth I?
4. What is he most famous for?

For **Sir Walter Raleigh** your fact file needs to include:

1. Who was he? (background)
2. When did he live?
3. How did he help Elizabeth I?
4. What is he most famous for?



The information should be carefully set out with illustrations if appropriate. You could use BBC bitesize to help you, there are also video clips available.

TASK 2

Write the definition of the following key words. Make sure you can spell them and know how to use them in context. You will be tested on these words in your first lessons back.

- | | | |
|-----------------------------------|--------------------------|----------------------------|
| 1. Armada | 7. Heir | 14. Privy Council |
| 1. Astrolabe | 8. Justices of the Peace | 15. Protestant reformation |
| 2. Clergy | 9. Mass | 16. Puritans |
| 3. Colony | 10. Monopoly | 17. Recusants |
| 4. Dissolution of the Monasteries | 11. New World | 18. Succession |
| 5. Excommunicate | 12. Pope | 19. Vagabonds |
| 6. Galleon | 13. Privateer | 20. Vatican |

Your fact files on Sir Francis Walsingham and Sir Walter Raleigh and a full list of the key words and definitions should be handed in to your class teacher on the **first lesson back in September**. Remember – you are trying to impress your new teacher.



Superstar Challenge (optional):

Visit the **National Portrait Gallery at Trafalgar Square** and take a picture of yourself next to one of the Tudor monarch's portraits. Show it to your teacher in September. Look carefully at the portrait. What image is the monarch trying to project?



Take a picture of you here!



PSHE Character Curriculum Homework - Year 9

Social Effectiveness

Instructions:

1. **Explain if you agree or disagree with each of these people's thoughts on relationships. Justify by explaining what healthy and unhealthy behaviours are.**

A - "If a person keeps surprising their partner by turning up unexpectedly, like at work or at a friend's house, it's a good sign that they really like them".

B. "If a person is constantly checking up on you, asking where you are and who you are with in a way that makes it feel like you are being interrogated, they clearly have some issues and you should walk".

C " If someone criticises their partner's friends and family all the time, trying to suggest they shouldn't see them, I think it's a really unhealthy sign."

D - " I care about the way I look and I expect my partner to do the same. If they do not look good in what they are wearing, I'll say so and suggest something better. I just want us both to look our best"

E- "It's okay in relationships to get things wrong sometimes – like saying things that don't come out right or falling out over what movie to watch. It means sometimes people break up over misunderstandings but then they can talk it through and get back together. It is no big deal. The key thing is if a person doesn't listen if you say you need space – then that's not okay and they need to back off".

2. **Explain what strategies there are for managing difficult relationships effectively and legally.** (Keywords to use, boundaries, consent, respect, trust, coercive control, abuse and illegal).

3. Allan's mother has just purchased a new iphone for him. She is worried about ensuring he is safe while using the phone. **What can Allan do to keep himself safe and stop his mother worrying?**

4. Sumaya has had a falling out with her teacher. Last lesson she answered back, got rude and stormed out of the lesson. **What can she do to resolve this conflict? Consider the best way she could ensure they have a healthy relationship going forward.** Think about what Sumaya has to lose if she is in her GCSE maths lesson she is not learning.

Yr 9 GCSE PE Homework – Mr Sia

Introduction: Our focus over the summer holidays is on consolidating **knowledge (AO1)** you would have covered at some point during your key stage 3 journey. A lot of this has been delivered to you in preparation of your taking GCSE PE.

Content:

1.1.a - Skeletal System

1.1b – Muscular system

How to gain content:

You can gain knowledge by accessing the following videos below:

Muscular-skeletal system –

Functions of the skeletal system - <https://www.youtube.com/shorts/ra0yd0-RL4k>

Types of bones - https://www.youtube.com/shorts/_NzkGWZAcmA

Structure of Synovial joints - <https://www.youtube.com/shorts/0VvDpxcV2qc>

Types of joints - https://www.youtube.com/shorts/-ha_bg6VdyA

Movement at joints - https://www.youtube.com/shorts/UWf1Aslu6_c

How will we know if you have completed this?

The first lesson we have when you return will be an entry baseline assessment based on the muscular-skeletal system. You will be required to locate the following muscles and bones on a similar diagram to the one below:

Skeletal System

- Cranium
- Clavicle
- Sternum
- Radius
- Ulna
- Femur
- Patella
- Ribs
- Tibia
- Fibula
- Metatarsals
- Tarsals
- Carpals
- Phalanges
- Ilium
- Pelvis



Muscular System

- Abdominals
- Bicep
- Triceps
- Gastrocnemius
- Hamstring
- Quadricep
- Intercostal muscles
- Hip Flexor
- Pectorals
- Trapezius
- Latissimus Dorsi
- Tibialis Anterior
- Gluteals
- External obliques
- Deltoid

Marriage homework

Watch a 'soap opera'. Pick out a particular married couple and follow what happens to them in a typical month's viewing. Use the survey sheet to guide your research into their married life.

Question	Responses
1. Programme details and brief background to recent events. What's happened recently?	
2. Couple studied – profile of characters. Describe what sort of people the couple are.	
3. How many arguments?	
4. How do the couple show their affection for each other?	
5. What are the problems in their marriage?	
6. Does the marriage have any particular strengths? What is good about the marriage?	
7. How realistic do you think this programme was in its presentation of married life? Use examples from the programme to support your opinion.	

8. Write a personal statement to state what you think about marriage. Say whether you think it has a purpose, what is this purpose (try to think of 3 or 4 things); what its advantages and disadvantages are (try to think of 3 or 4 things for each).

Holiday homework for Y10 sociology students

This work needs to be handed to Mr Millington on your first lesson after the summer holidays.

1. Create a chronological timeline of the key changes in society since 1870.
Include on the timeline:
Changes in education
Changes to women
Changes to different ethnicities
Inventions
Laws.
2. Research these sociological theories and write 10 bullet points about them.
Marxism
Functionalism
Feminism
New right
3. Write a paragraph explaining what changes you expect you will see in society in the next 50 years and why these changes will happen.
4. Watch Channel 4 news once a week and list five key news items which grab your attention.

Las actividades y las vacaciones

1. Lee lo que dicen estas personas y responde las preguntas:

Normalmente, paso mis vacaciones en Francia con mi familia. Vamos en verano durante tres semanas. Cogemos el Eurostar de Londres a París y después el tren de alta velocidad hasta Marsella. Nos alojamos en una casa rural cerca del mar. Hace buen tiempo casi todos los días y cuando hace sol vamos a la playa donde mi hermano y yo jugamos al fútbol.

Pablo

Cada año voy a España con mis abuelos. Vamos en el mes de mayo por una semana. Cogemos el avión, el vuelo solo dura tres horas. Nos quedamos en casa de mi tío, en su villa cerca de la playa. Hace sol y siempre hace mucho calor así que por la tarde nos echamos la siesta. ¡Pero por la noche vamos de fiesta a la discoteca!

Cristina

Generalmente paso mis vacaciones en Escocia con mis primos. Vamos quince días durante las vacaciones de verano. Vamos a un camping, por eso vamos en coche, pero lo peor es que llueve todos los días y hay mucho viento. Por la mañana montamos a caballo, pero cuando llueve vamos al cine.

Andrea

En invierno voy de vacaciones a Suiza con el instituto. Vamos en autobús, ¡el viaje dura veinte horas! Pasamos cinco días allí. Nos quedamos en un albergue juvenil, así que tenemos que compartir habitación. Hace mucho frío y nieva constantemente... ¡son las condiciones ideales para esquiar y hacer snowboard!

Jorge

Who...?

- | | |
|---|------------------------|
| 1. ... spends their holidays in Spain? | <u>Cristina</u> |
| 2. ... goes on holiday with their school? | ..... |
| 3. ... travels by coach? | ..... |
| 4. ... stays at their uncle's house? | ..... |
| 5. ... goes camping? | ..... |
| 6. ... goes skiing? | ..... |
| 7. ... goes to the beach? | ..... |
| 8. ... says it rains? | ..... |
| 9. ... goes on holiday for two weeks? | ..... |
| 10. ... goes on holiday for three weeks? | ..... |
| 11. ... has a nap? | ..... |