Year 8 Homework Booklet

Half term 4

2024

Contents

English

Year 8 English Homework Half Term 4 – Our Day Out (A Modern Play)

Week 1

Research the following aspects of a play and create a definition for each:

- Play
- Act
- Scene
- Playwright
- Director
- Actors
- Characters
- Stage Directions
- Monologue
- Soliloquy

Week 2

Describe what you think would make an ideal teacher. (Think about qualities such as fairness, patience, kindness, humour, firmness, being consistent, tone of voice, body language etc)

Week 3

Mrs Kay and Mr Briggs clash over how students should be educated. Mrs Kay feels students should be allowed to express themselves and be afforded more freedom than Mr Briggs feels is wise. He has a much stricter approach to education. Who do you most align (agree) with and why? What are your thoughts on what makes a positive education? You can include the curriculum (the subjects you are taught), teaching styles, rules, the way the school day is set up or anything else relating to education that you feel is important. Are there any subjects you would get rid of or include (make sure your argument is convincing)? What rules would you scrap and why? What new ones would you introduce and why?

Week 4

Retrieval: What is the difference between a monologue and a soliloquy?

Write a short soliloquy about how annoyed Mr Briggs feels with Mrs Kay for not being strict with the children on the trip. Then write a short monologue (no longer than half a page) as Mrs Kay complaining about how Mr Briggs treats the children.

Week 5

Language Paper 2, Question 5 - Persuasive writing (AO5, AO6)

"There are students around the world willing to face violence or even death to be educated, whilst there are others who deeply wish they did not have to go to school." Write an article exploring why it is so important that everyone should receive an education.

Maths

Public

NGA Maths Homework Page

EUCLID OF ALEXANDRIA

(325BC – 265BC) has remained one of the founding mathematicians. The world knows him as "the father of geometry". He wrote perhaps the most important and successful mathematical textbook of all time, the "Elements", which represents the culmination of the mathematical revolution which had taken place in Greece up to that time.

In all, it contains 465 theorems and proofs, described in a clear, logical and elegant style, and using only a compass and a straight edge. Some of those deductions include:

1) It is possible to draw a straight line from any point to any point.

2) It is possible to extend a finite straight line continuously in a straight line (i.e. a line segment can be extended past either of its endpoints to form an arbitrarily large line segment).

3) It is possible to create a circle with any centre and distance (radius).

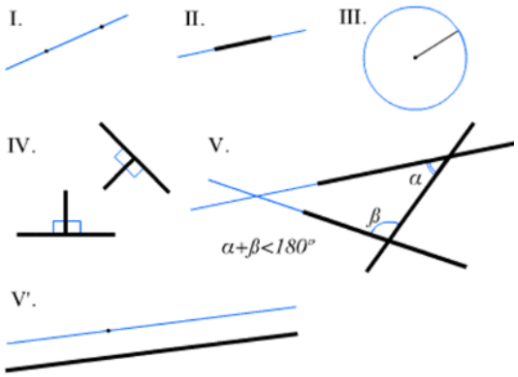
4) All right angles are equal to one another (i.e., "half" of a straight angle).

5) If a straight line crossing two straight lines makes the interior angles on the same side less than two right angles, the two straight lines, if produced indefinitely, meet on that side on which the angles are less than the two right angles.

He also proved that every positive integer greater than 1 can be written as a product of prime numbers (or is itself a prime number). Thus, for example: 21 = 3 x 7; 113 = 1 x 113; 1,200 = 2 x 2 x 2 x 2 x 3 x 5 x 5; 6,936 = 2 x 2 x 2 x 3 x 17 x 17; etc.

<u>Questions</u>

1) How long did Euclid live for during his lifetime?
2) What is the definition of a 'prime number'?
3) How would you work out the size of the missing angle in Euclid's 5th deduction? (see image to the right)
4) Write 180 as a product of prime factors.



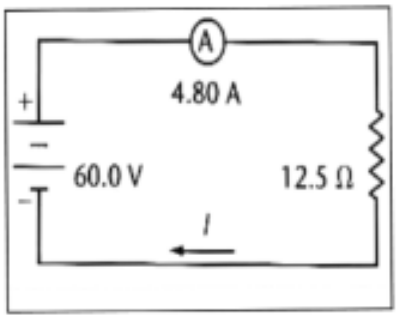
Public

Science

Electrons; the corpuscles of J.J. Thomson's achievement.

Jinny Bell tells us how current changed direction.

Benjamin Franklin was fascinated by charges; who isn't? Franklin knew that rubbing two carefully selected materials together could produce a somewhat attractive force between them and, if brought close enough together this force would discharge into a spark between the objects. There were no batteries at this time and Franklin did not have the fundamental understanding of how this came about and had to surmise that a transfer of a kind of 'electric fluid' was responsible for creating this force. Franklin imagined that there must be a plentiful supply of this fluid on one object and a deficit on the other, which directed its movement. He termed objects with 'plenty' of the fluid 'positive', and those with a deficit as 'negative'. Pioneering these new ideas, Franklin initiated 150 years of the understanding of what is now referred to as the 'conventional' current.

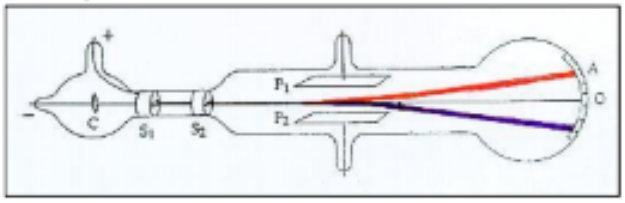


Cathode Ray Tubes

A cathode ray tube (See also 'Crookes' tubes'.) is a vessel of significantly low-pressure gas containing two electrodes, one positive and one negative, across which a large potential difference is applied. Following an electrical discharge from the electrodes, glowing streams of light can be observed between them. These streams of light were referred to as cathode rays, noting that they left the cathode (negative electrode) and travelled towards the anode. At the time, many German physicists suggested that the nature of these cathode rays was an occurrence in the ether and thought that this weightless substance pervaded all space.

Joseph John Thomson

Born in Manchester, 1856, J. J. Thomson was destined for a career in engineering. But, after the death of his father, fate found him a place at Trinity College, Cambridge. Despite being a young graduate in Mathematics, Thomson was controversially elected to replace Lord Rayleigh as Cavendish chair just four years after he began working under him in the department of physics. Thomson began to experiment with discharging electricity through gases at low pressure using cathode ray tubes.



The race against Hertz?

The 'occurrence in the ether' nature of cathode rays was supported by Heinrich Hertz' demonstration that these beams could penetrate thin foils, and this behaviour was akin to light through glass. Hertz also determined through experimentation that electric fields could not deflect this 'ether', conluding that it was not of a charged property. Thomson discovered that at too high a pressure, the as charged gas ions would neutralise the electric field that Hertz had been using to try to deflect the rays. Thomson reduced the pressure of the gas in the vessel and showed that the beams were in fact deflected by an electric field. A scale placed at the bulbous end of the vessel allowed for measurements of the deflection; the red, upper line in the diagram (above) denotes the path taken by the cathode rays when P1 is a positive charged plate. Thomson proved that negative charges were being fired from the cathode. Furthermore, applying Faraday's earlier experiments, Thomson showed that a magnetic field, applied perpendicular to both the electric field and the cathode rays, could also deflect the beam. This observation further supported the theory that negative charges were flowing along the beam.

The discovery of the electron and the plum pudding model

Thomson's claim to this discovery is based on two contributing factors: Firstly, his ability to distinguish this newly observed particle as having fundamentally different properties to known matter. Thomson measured the charge-mass ratio of this particle to be 1000 times smaller than the smallest known particle, hydrogen, using his measurements of deflection due to a measured force. Secondly, Thomson defined his newly termed particle, the 'corpuscle', as being a universal constituent of matter. He achieved this by showing that his measurements were independent of the gas used, and the metal forming the electrons. Thomson's corpuscles, electrons, were fundamental. This new understanding of fundamental matter led Thomson to suggest a plum pudding model for the atom, trying to consolidate the known properties of negative electrons, and neutral atoms. Thomson's student, Ernest Rutherford, explored further.

Spanish

The Galápagos

The Galapagos islands are in the **Pacific Ocean** about 1,000 km from the South American continent. They are made up of 19 separate islands and are closest to Ecuador.

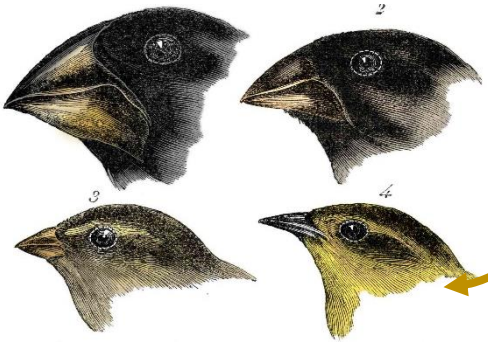
The Land Iguana

The Galapagos islands have been called a unique "living museum and showcase of evolution". This is because the islands are located where three ocean currents meet, which means the Galapagos is a "melting pot" of marine species.

Lonesome George
The Giant Tortoise

Because of the ocean currents and the fact that these islands are extremely isolated, this has led to the development of unusual animal life – for example **the Land Iguana**, the **Giant Tortoise** (both reptiles) and the many types of **Finch** (species of bird).

These diverse animals inspired Charles Darwin's theory of evolution after his visit to the island in 1835.



Finches

Galapagos tortoises can live up to 177 years!

How were these islands formed you might wonder? Volcanic activity and seismic activity, like earthquakes, formed the islands millions of years ago.

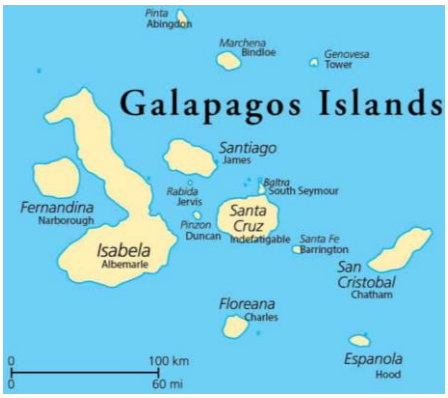
The islands have a population of slightly over 25,000 and the official language of the Galapagos Islands is Spanish. Most locals are bilingual, speaking Spanish and Kichwa (also known as Quechua) a language indigenous to the Islands and the country of Peru.

The Islands were 'discovered' in 1536 by the Bishop of Panama, Tomás de Berlanga, when his ship drifted off course whilst en route to Peru. He named the islands **Las Encantadas** ("The Enchanted").

Later, in 1570 the islands were named "Insulae de Galapagos". The shells of the thousands of giant tortoises found there reminded the visitors of horse saddles.

If you are lucky enough to visit the Galapagos islands, here are some activities you can do; snorkelling to see the magnificent coral reefs, panga (dinghy) rides and finally go to the Charles Darwin Research Station to learn about Galapagos Conversation.

"Galápago" means Giant Tortoise in Spanish.



*1.**How** many people live in the Galapagos Islands?*

_____

*2.**Why** are they called the "Galapagos" Islands?*

_____

_____

*3.In **what year** were the Islands 'discovered' and **how** many are there?*

_____

*4.If you went to the Galapagos, **which** activity would you like to do? Explain why.*

_____

_____

*5.**Why** have the Galapagos Islands been called "unique"? Explain in your own words.*

_____

_____

_____

https://www.youtube.com/watch?v=R2x4AXoUBzs

Geography

Rivers

A river is a **moving body of water** that drains the land.

It flows from its source on high ground, across land, and then into another body of water. This could be a **lake**, the **sea**, an **ocean** or even another river. A river flows along a **channel** with **banks** on both sides and a **bed** at the bottom.

If there is lots of rainfall, or snow or ice melting, rivers sometimes rise over the top of their banks and begin to flow onto the **floodplains** at either side.

Rivers usually begin in **upland areas**, when rain falls on high ground and begins to flow **downhill**. They always flow downhill because of gravity.

They then flow and bend (**meander**) as they cross the land or go around objects such as hills or large rocks. They flow until they reach another body of water.

As rivers flow, they **erode** (or wear away) the land.

Over a long period of time rivers create **valleys**, or **gorges** and **canyons** if the river is strong enough to erode rock. They take the **sediment** (bits of soil and rock) and carry it along with them. Small rivers are usually known as **streams, brooks** or **creeks**. If they flow from underground they are called **springs**.

Rivers provide:

- **habitats** for wildlife
- **freshwater** for settlements, agriculture, and other industries
- resources for **leisure** and tourism
- **navigation** for exploration, trade and commerce
- a means to **transport nutrients** and sediment
- changing levels of **energy** that shape the landscape
- energy for **hydro-electric power**

Rivers and the water cycle

- Rivers are an important part of the **water cycle** and responsible for transferring water to oceans.
- Human activity is a main cause of **pollution** in rivers and oceans, and of some increased flooding events.
- **Flooding** and **drought** can have catastrophic impacts on wildlife and people.
- Careful **environmental management** can reduce flooding and pollution.

History

Fuelling the Industrial Revolution – How did money from the slave trade help Manchester to develop?

by Dr Alan Rice & Dr Emma Poulter

'The value of goods annually supplied from Manchester and the neighbourhood for Africa is about £200,000...This value of manufactures employs immediately about 18,000 of His Majesty's subjects, men, women and children...'

Samuel Taylor, Manchester manufacturer, 1788

Plantation slavery created unique patterns of trade and systems of work. These patterns and systems were adapted and used during the Industrial Revolution. Indeed some historians have argued that the plantation slavery system was the engine which helped create the Industrial Revolution.

Agriculture to industry

The historian Eric Williams describes how key technologies such as James Watt's steam engine improvements (1784) were developed using profits from slave trading merchants. When fully developed, it was sugar plantation owners who used these steam engines to increase efficiency by replacing horses.

The huge profits that came from plantation slavery in the Americas and the new industries that were created to process goods imported from these plantations changed Britain dramatically. It went from being an agricultural economy to an industrial one in Britain in the late eighteenth century.

Manchester: city of cotton

The effect of the growth of textile industries in Manchester (known at the time as 'Cottonopolis' that is, 'the city of cotton') can be seen in the expansion of Manchester's population from 17,000 in 1760 to 180,000 in 1830. More specifically, the biographies of slaving ship captains and traders in the north west of England

provide clear evidence of the link between the wealth earned from the transatlantic slave trade and the push toward industrialisation in the whole region.

Records show that the slaving ship captain Thomas Hinde used the profits from his and his sons' dealings in the African trade to develop a fabric mill in the village of Dolphinholme in 1795. Thomas Hodgson had earlier invested the profits from his Liverpool slave trading in the Low Mill at Caton in 1784.

Many new factories opened during this time to serve the market created by the slave trade and plantation economies. These factories provided finished goods such as clothing to exchange for enslaved Africans. They also processed the range of tropical produce that came from plantations in the Americas. Clothing for enslaved Africans was manufactured in mills such as Quarry Bank near Manchester and re-exported to the Americas. This ensured that profits stayed in Lancashire. As Barrie M. Radcliffe asserts:

'Cheap cotton enabled Lancashire to conquer world markets'.

Slavery therefore not only boosted the Lancashire textile industries: the trade connections made by the transatlantic slave trade between England, Africa, the Americas and the Caribbean also played a crucial role in the rise of industry throughout Lancashire.

Cotton supply after abolition

Merchants found it hard to give up the huge profits they made from slavery. Even after the British government abolished the British slave trade in 1807, merchants in Manchester and Liverpool continued to supply goods to Spanish and Portuguese slave traders based in Cuba and Brazil who were active as late as the 1880s. As James Walvin asserts, ‘As long as slaves were bought on the African coast... Lancashire textiles provided a means of exchange', and these markets together with trading with the Americas were crucial to the development of industrial Lancashire.

'... Every slave in a southern state is an operative for Great Britain...and if you will have cotton manufacturers, you must have them based on slave labour.'

Thomas Cooper, South Carolina 1830

Performing Arts

FILM AND BACKGROUND MUSIC

"I do not make films primarily for children. I make them for the child in all of us, whether we be six or sixty." ***Walt Disney***

Music is like a wordless language to which people respond emotionally. Because of this, it helps create an atmosphere for a film or TV show. It is used to put the audience in a certain mood. Music can make people relax and this is why some public places have background music.

Background Music

Most shops have background music and it is meant to relax you so that you browse around and buy more products. Background music is also played because some people think that silence can be awkward. Most background music consists of instrumental versions of well-known songs, or popular classical pieces. These are arranged so that nothing stands out or demands attention. The tune used most often for background music is the Beatles' song "Yesterday".

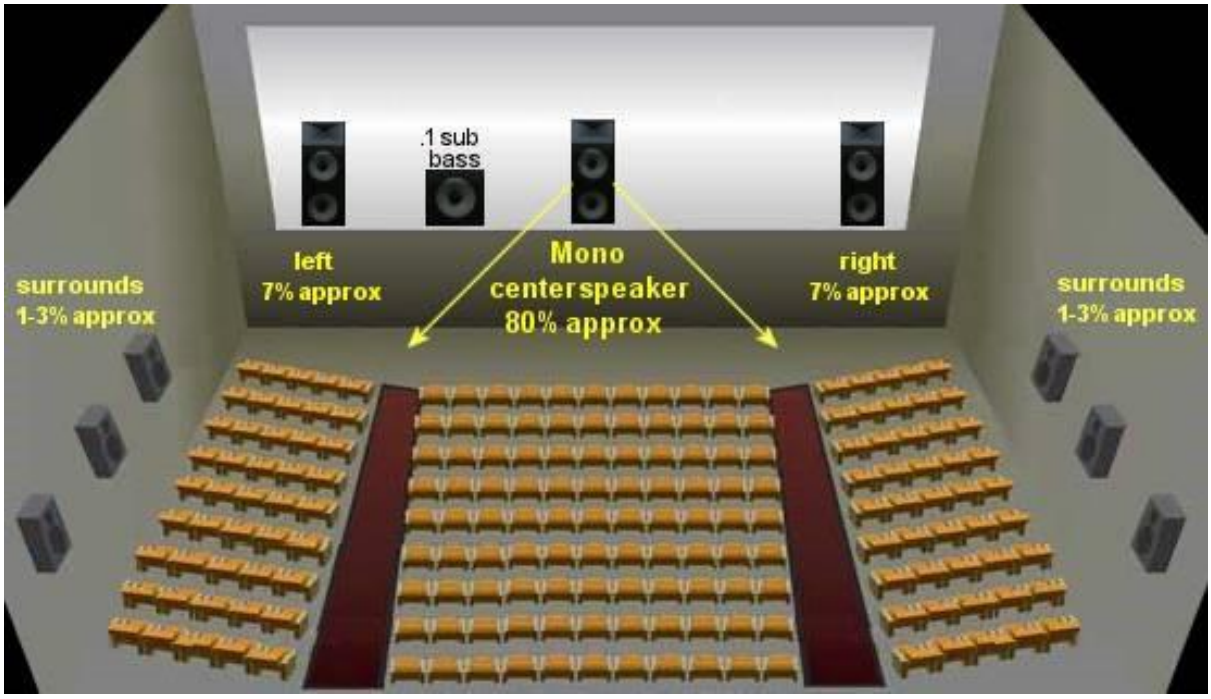
Film Music

Unlike background music, film music is used to grab the listener's attention. A film might have a theme tune at the beginning or end. Music during the film, which is called **incidental music**, might contain variations of the theme. This helps give the film its own identity.

A lot of modern films use pop songs throughout to set the mood and help tell the story. An example of this is the film 'Trolls', that uses famous songs from artistes including Justin Timberlake, Gorillaz, Kool & The Gang and lots more. The songs chosen set a particular mood and also encourage the audience to sing-along.

Music for Silent Movies

Films did not have soundtracks until the 1930's. Before then, each cinema employed a pianist to pay the piano live while the film was playing. They improvised an accompaniment to the film. There were common themes for love, fear and all other emotions too.



Cinema Sound Systems

There are four sets of speakers in a cinema. Sound can come from anywhere, depending on which it is set to play through. This system of reproducing sound is called Dolby Stereo surround sound as it literally surrounds you. Speech often comes from the front speakers near the actors on the screen, crowd noise from all around can come from all of the speakers and sudden noises in a scary film can come from speakers behind you. This process is meant to make you feel more connected with the film and feel the emotions fully.

Questions:

1. Why do shops play background music?

_____

_____

2. List 2 different types of music used in films.

_____

_____

3. What is the term used to describe surround sound in cinemas?
   Why is it so effective?

_____

_____

PE

Gymnastics GB Women

Imagine flipping, twirling, and defying gravity – that's the magic of Great Britain's women's gymnastics team! These incredible athletes, not much older than you, have soared to great heights, captivating the world with their awe-inspiring performances.

Picture this: at the Olympics, the GB women's gymnastics team wowed everyone with their astonishing routines, dazzling on the vault, beam, floor, and bars. Their flawless execution and jaw-dropping flips earned them medals and the admiration of fans worldwide. These young gymnasts are like real-life superheroes, showcasing strength, flexibility, and mind-blowing skills that leave spectators in awe.

But it's not just about medals – these gymnasts inspire countless kids like you to dream big and reach for the stars. They prove that with dedication, hard work, and a passion for what you love, you can achieve anything. Whether it's balancing on the beam or soaring through the air, the GB women's gymnastics team has shown that determination and teamwork can turn dreams into reality. So, if you ever find yourself dreaming of flying high or conquering challenges, remember the amazing feats of the GB women's gymnastics team – because heroes come in leotards too!

One of the standout moments was at the 2016 Rio Olympics, where the British women's gymnastics team made history by winning the bronze medal in the team competition. This marked the first Olympic team medal for Great Britain in women's gymnastics. The team, consisting of gymnasts such as Ellie Downie, Becky Downie, Claudia Fragapane, Ruby Harrold, and Amy Tinkler, delivered stellar performances across various apparatus. Individually, Amy Tinkler also secured an individual bronze medal in the women's floor exercise at the 2016 Olympics. Her energetic and precise routine showcased the talent and potential of British gymnasts on the global stage.

For the most up-to-date information on Great Britain's women's gymnastics medal winners, I recommend checking recent sports news sources or official Olympic and gymnastics federation websites for the latest results and achievements.

1. Who were the gymnasts representing Great Britain in the women's gymnastics team that won the bronze medal at the 2016 Rio Olympics?

2. In which Olympic event did Amy Tinkler secure an individual bronze medal for Great Britain in 2016, and what was her specialty within that event?

3. How did the 2016 Rio Olympics mark a historic achievement for Great Britain's women's gymnastics team?

4. Can you name some of the key apparatus where the British women's gymnastics team excelled during their performances at the 2016 Olympics?

5. Besides team success, what individual accomplishment did Amy Tinkler achieve during the 2016 Rio Olympics, and what made her routine memorable?

Computing

Year 8 – The History of Computer Software

The history of software development began in England in 1948. The Manchester Small-Scale Experimental Machine, called “Baby,” led the launch of all software in the world’s history. Computer scientist Tom Kilburn is the genius that developed this early ground-breaking event. The technology created for this hardware was programmed to perform mathematical calculations based on machine code instructions and data. It took 52 minutes to correctly compute the highest number that 2 to the power of 18 can be divided by (a modern computer would do this in less than a second).

Many years later, the time for computer programming with punch cards came with each hole having a specific code. Fortran became one of the first higher-level programming languages in the history of software development. This was a language like we might see today, with English words representing lower-level functions to make it easier to read and program. It was released in 1957 and then updated in 1958 to include reusing code. The reason this language was so important was how widely it was applied. Up until this time, every program was basically written on one machine in its own language. Fortran was implemented on many different machines made by many different people, allowing people to transfer programs from one machine to another. Other early programming languages like Cobol, BASIC, Pascal, and C were developed and introduced years after.

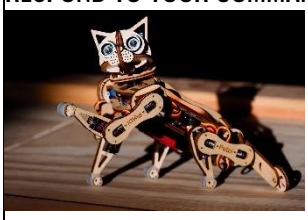
While these early achievements would provide the building blocks for the growth of computing, it wasn’t until the ’70s and ‘80s that software development would come into its own – particularly with the release of Apple’s ground-breaking Apple II system. At the same time, a rival product, VisiCalc, was launched, bringing spreadsheet software to the masses for the first time.

As interest grew in the realm of personal computers, other companies were quick to enter the market with the likes of industry titan, IBM, launching in 1981. However, despite the name ‘personal computer,’ in truth, most of the software developed around this period was very much related to the work and business community, the most significant of which were apps like Microsoft Word and Excel. Both were launched in the mid-’80s and would go on to cement the firm’s almost total dominance through the next twenty years and beyond.

Another game-changer in software development came with the release of open-source programs, which became popular through the 90s, driven largely by the interest generated online. For example, the earliest version of the Linux kernel (which later would develop into the operating system of the same name) was published online in 1991.

Creative Arts

CREATIVE ARTS

D&T	**HOMEWORK 1**
	LOVED SOX IN 'LIGHTYEAR'? WELL, THIS REMOTE-CONTROLLED ROBOT CAT CAN RESPOND TO YOUR COMMANDS TOO!  Designed to be a robot that you can build, play, and explore with, Nybble comes with a laser-cut plywood body that you must put together first. The entire process takes about 4 hours including the assembly, software and calibration configuration time, and once you're done, Nybble is ready to play with! Nybble's architecture makes it a rather nimble, flexible little cat, as it borrows bionic concepts from a cat's skeleton. The robot cat comes outfitted with two ultrasonic sensors on its front that act as the robot's "eyes". It sports a USB input that lets you connect it to a device to tinker around with its open-source code and teach it new tricks (in Python, C++ or a graphical user interface via the Petoi desktop app), and even comes with Bluetooth and WiFi dongles as well as an infrared remote controller. Other parts include a holder for two 14500 Li-ion rechargeable 3.7V batteries that give Nybble up to 45 minutes of play-time, and even silicone covers for the cat's feet, to give it friction as well as prevent it from accidentally scratching your furniture! While Nybble can't do as much as Sox can in the movie, it's definitely a step in the right direction given that it's one of the few robot cats that have such flexible movements (the official Sox plush toy can't move). However, just like the Pixar feline, Nybble too is a personal companion robot capable of delighting you with its antics. It can be trained via its open-source programmable API, and even physically modified to give it a different character or unique abilities. The cat is highly extensible with support for Raspberry Pi and Arduino ecosystems to make your robot cat even more advanced! A perfect toy for youngsters, animal/animation lovers, or anyone with an inclination toward coding and robot-building. Answer the following questions. 1. what are the benefits to having this robot instead of a real cat?

	2. Who is this robo cat aimed at? 3. What materials is it made of?
FOOD 	**Read the following Recipe** **Date of Practical:** _____ **Bread & Butter Pudding** **Ingredients** *Please bring the following ingredients (weighed at home)* 6 – 8 slices of bread or other bread option (usually need more than you think) 25g butter or margarine 50g mixed fruit (or fresh fruit, optional) 1tbsp sugar 2-3 eggs 300mls milk Orange to zest (optional) 1 tsp Nutmeg **Named ovenproof dish and label on foil to take it home in. It may be baked, removed from the oven and photographed after their lesson.** **Method** 1. Collect all your equipment. 2. Preheat oven to 180°c and grease dish. 3. Prepare bread. Spread bread with butter, remove crust & cut. 4. Arrange ½ the bread in the dish. 5. Sprinkle over the fruit. 6. Add the remaining bread. 7. Measure the milk in a jug. Break the eggs into jug, add sugar, orange zest and beat. 8. Pour over the bread & add a sprinkle of nutmeg. 9. Bake for 30 mins until golden brown and the egg has set. **Alternatives to bread**: croissants, brioche, leftover cake/panettone, hot cross buns. **Bread crusts** can be taken home, blitzed into bread crumbs, frozen and used as a topping for pasta bake. **Alternatives to butter**: chocolate spread, jam. Research other ideas and variations to suit your references.

FOOD

Read the following Recipe **Date of Practical:**

Chicken Skewers

Ingredients

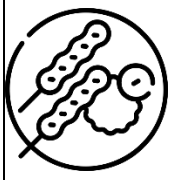
Please bring the following ingredients
1 chicken breast diced and in a marinade or
Haloumi can be used as a vegetarian option.
Marinade (to be made at home and chicken soaked into it overnight)
Marinade: lemon juice, crushed garlic, chilli and oil **or**
Marinade: yoghurt with spices or something similar – google other ideas or use family recipes.
Other ingredients (the more colourful the better)
1 red pepper
1 yellow pepper
1 red onion
½ a courgette
10 wooden skewers
Named container big enough to present your skewers in, take them home in

Learning how to:
Safe handling of raw meat, using the oven, threading a kebab, preparation of vegetables, checking temperatures, making a marinade, using the oven.

Method

1. Preheat oven to 200°c and line a baking tray. Wet skewers.
2. Collect all your equipment from the table.
3. Wash your peppers and courgette, slice your onion into big chunks, slice your peppers and courgettes into big pieces.
4. Get your marinated chicken from the fridge.
5. Thread alternate meat and vegetables onto your skewers and place onto your baking tray. Do not leave gaps between each piece.
6. Cook for 10 mins then turn each skewer. Cook for another 10 mins then check the meat is at 75°c.

Present in your container. Consider adding fresh herbs/salad or a drizzle/sauce/dressing. You could bring a salad garnish for the plate prepared at home.



Read the following Recipe **Date of Practical:**

Ingredients

Burgers:
Please bring the following ingredients
250g minced beef or lamb
Small handful of fresh herbs - chopped
½ - 1 egg (beaten in a bowl with fork)
½ an onion finely chopped

	Koftas: *Please bring the following ingredients* 250g lamb mince 1 tsp ground cumin 2 tsp ground coriander 2 fat garlic cloves, crushed 1 tbsp chopped mint *6 wooden skewers* Method 1. **preheat the oven to 200°c.** 2. Prepare all of the ingredients as instructed in the ingredients list. 2. Place all of the ingredients into a mixing bowl. 3. Using clean hands combine the ingredients and shape. **Burgers** Divide the mixture into small evenly sized balls and squash flat. Arrange the burgers onto a greased baking tray. Bake in the oven for 20 mins, turning halfway through. Use a food probe to check the burgers are cooked. The temperature of cooked food should be 75°c. At home serve with a bun and salad, wedges and other burger accompaniments. **Koftas** Divide the mixture into small evenly sized sausage shapes and form around your wooden skewer. Place the skewers onto a greased baking tray. Bake in the oven for 20 mins, turning halfway through. Use a food probe to check the burgers are cooked. The temperature of cooked food should be 75°c. At home add rice or pitta bread, salad and a yoghurt based sauce

If you want to find out more about CREATIVE CAREERS
https://www.bbc.co.uk/bitesize/articles/zfrq92p

ART: KS3 HW

https://www.bbc.co.uk/bitesize/articles/z7thd6f

Meet Tegan, 24, from Wiltshire. She works in London as an architectural apprentice for Gensler, a design and architecture firm.

What is your job?
Architecture is all about **designing buildings**. I do a lot! My job involves figuring out the needs of the client, how we translate that into design and then translating it back to the client. Sometimes I make **site models** for clients, and other times I might be sitting at the computer doing **3D models**, or **2D plans** and **hand sketches**.

What skills do you use in your work?
Knowing how to talk to **communicate** with people in the right way is very important. **Research** is also crucial because it informs the rest of your design decisions. **Time management** is critical because I've had to learn to juggle my coursework at uni, my job here at the office and my disabilities (arthritis and chronic migraines). Also, **presentation skills** – I had to do a big presentation for university recently.

What subjects did you study?
At GCSEs I did **Design & Technology**, and at **A-level I did History, Maths, Physics and Chemistry** (I dropped Chemistry). I got my A-levels and then went to university, but half way through my second year I got quite seriously ill, so I had to pause my studies. Instead of staying in bed recovering, I did an **Art A-level**. After getting back on my feet I finished my degree and now I'm doing my **masters degree**! My illness has left me with some long-term health issues but it hasn't stopped me achieving or doing the job I love.

What subjects do you draw on?
History and **Art** have been the most useful of the A-levels that I've done.

How did you get into your job?
My **lecturer** in my third year of uni **told me about the apprenticeship**, and I was attracted to the fact that this is such a huge firm, so there's worldwide opportunities to move, a wealth of knowledge and a research institute.

Was it a smooth ride?

No! When I started uni, if someone had told me what would happen with **my health** over the next six years, I wouldn't have believed them! I feel like there's good in it happening, because it's changed my perspective on what I'm doing and how I'm going to approach it. It's **made me far more sympathetic to the accessibility issues in architecture.**

Top tips

- I asked my teachers what A-levels they would recommend, but I wish I'd done a little bit more of my **own research**
- **Question everything** and start delving into topics and explore them – figure out what it is you like
- **Look after your health**. When you're at your healthiest you're performing your best.

After completing your education and training, there are many careers open to architects, for example designing new buildings and the spaces around them, and working on the restoration and conservation of existing buildings.

What to expect if you want to be an architect

- **Architect average salary**: £27,500 to £90,000 per year
- **Architect typical working hours**: 35 to 40 hours per week

What qualifications do you need to be an architect?

You could get into this role via a university course, an apprenticeship or working towards the role.

ANSWER THE FOLLOWING QUESTIONS
https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=WnSRoNi3ek2yphNZBT1FECFv4HeDi3pLoWrqdE0O0dhUQTc0SDJRODMxREhWUVU5NjVTTjJBMUVGRy4u

What does Tegan go to help show her clients her design ideas?

Tegan says the following skills are most useful: Communication; Research; Time management and Presentation skills. Choose the one YOU think is most important and say why?

Tegan studied History, Maths, Physics and Art at A Level. Which did she find most useful for her career as an Architect?

What company is Tegan doing her Architecture Apprenticeship with?

Tegan has given 'Three Top Tips'. Which one is the most important for you?

RE

SPIRITED ARTS

Spirited Arts

Spirituality relates to your personal search, to finding greater meaning and purpose in your existence. The word spirit sounds similar to inspire—when you're filled with spiritual energy you feel great **inspiration**.

Christianity

Christian art tends to use **symbolism** with paintings often having hidden meanings for the viewer to try and find.

Rembrandt

The Return of the **Prodigal Son**

Tells story of the lost son who is welcomed back home.

Key points: Son is bald like a baby, father has one male hand, one female, red is associated with fire and sacrifice. Shows God as the father.

The Third of May 1808

c.1814

The figure (in white and yellow) is trying to make the soldiers shoot him rather than the civilians behind him.

Key points: Figure bathed in glow even though night, arms like a cross, church in background, wound in the middle of his hand.

QUESTIONS

1. What is spirituality?

_____

2. What is calligraphy?

_____

3. What does impermanence mean?

_____

_____

Buddhist Traditions

Buddhists make mandalas as a form of **meditation**. While making the mandala Buddhist monks will meditate and focus on issues they might be struggling with.

To demonstrate the Buddhist concept of **impermanence** (that nothing will last forever) many

Buddhist Monks from Tibet also create **prayer flags**.

Each flag has a colour and picture on it to represent what the person is praying for.

They must have five colours to represent the five elements at balance. As they blow in the wind they are thought to carry the prayers to all corners of the world.

Islam

Calligraphy is the most highly regard part of Islamic Art. They are not allowed to draw certain things like Allah and the Prophet and therefore developed other ways to draw.

The **Qur'an** is made into a piece of art so Muslims can truly appreciate the beauty of God's words—they can look at a piece of art, admire it and recite God's words at the same time. Nothing but the best is good enough for him. Words are often written out using calligraphy too, it allows them to express their beliefs through art.

KEY-WORDS

Calligraphy = a visual art related to writing, may be used to write words/beliefs in the form of art. Also often used when writing the Qur'an.

Impermanence = The idea that nothing lasts forever and it's silly to try and hold onto things which will disappear.

Inspiration = To help stimulate people, in this case using art, whilst they are worshipping.

Mandala = These are created by monks as a meditation tool in Buddhism and then destroyed at complete to show the idea of impermanence.

Meditation = A practise of mindfulness used to help achieve calmness, this may be done by focusing on a particular object such as creating a mandala.

Prayer Flag = Flags created by Tibetan monks to carry prayers across the world.

The Prodigal Son = Parable in Christianity about the son who left home and lost all of his inheritance and had to return home to beg for a place in the household. The father surprises him by welcoming him back with a celebration.

The Qur'an = The Muslim Holy Book

Symbolism = when art is full of hidden meanings.