

# Southfields Academy

## Year 8 into Year 9

### Summer Holiday

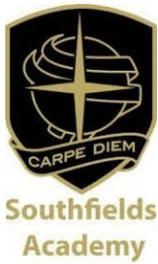
### Homework

### 2017-2018

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

Tutor: \_\_\_\_\_





## Year 8 to Year 9 Summer Holiday Homework Booklet

**Directions:** This booklet contains homework for you to complete over the summer.

- You **must** complete all homework in CORE subjects.
- You must do all of your option subjects' homework.

### CHECKLIST:

#### **CORE SUBJECTS:**

- I have completed my English homework.
- I have completed my maths homework.
- I have completed my science homework part 1
- I have completed my science homework part 2
- I have completed my religious education homework

#### **FOUNDATION SUBJECTS, CHOOSE THE SUBJECTS YOU HAVE CHOSEN IN YOUR OPTIONS - You must do all of the homework for all of your options:**

Mark it when you have finished it.

_____ Art	_____ Complete
_____ Business Studies	_____ Complete
_____ Computing	_____ Complete
_____ Construction	_____ Complete
_____ Dance	_____ Complete
_____ Drama	_____ Complete
_____ Food Technology	_____ Complete
_____ Geography	_____ Complete
_____ Graphics	_____ Complete
_____ Health & Social Care	_____ Complete
_____ History	_____ Complete
_____ Music	_____ Complete
_____ Sociology	_____ Complete
_____ Spanish	_____ Complete
_____ Statistics	_____ Complete

## Year 8 into 9 English Summer Study

These tasks are designed to help you to and prepare you for Year 9!

You must choose a minimum of 6 tasks but are free to do more. You should choose at least one task from each coloured box.

Decide how you will present your study to your teacher.

### Grammar Revision

In Year 8 you studied the following terms:

- noun
- adjective
- verb
- adverb



1. **Define** the terms above
2. **Break them down** into sub-categories, eg- common nouns
3. **List** the nouns, adjectives, verbs or adverbs used in the passage overleaf

### English Language

1. **Read and summarise** the passage overleaf
2. **Annotate** the passage- underlining and new words and circling anything that interests you as a reader
3. Attempt **Q1**
4. Attempt **Q2**
5. Attempt **Q3**



## Year 8 English Homework

### Preparation for Y9 reading

In Year 9 you will study the following texts or genres:

- *Of Mice and Men* by John Steinbeck
- *Othello* by William Shakespeare
- Conflict poetry
- Non-fiction texts

**Either, research** the context of *Of Mice and Men* or *Othello* or research the typical conventions of the conflict poetry. Each piece of research counts as one task.

### English Literature

1. **Research** simile, metaphor and personification. Define each term and come up with an example of each
2. **Find an extract** and highlight any techniques you can. Make a note of the effect the use of the technique has had on you as a reader.
3. **Create** your own story using a number of techniques, including simile, metaphor and personification

## Extract from *Of Mice and Men* by J. Steinbeck

At that moment a young man came into the bunkhouse; a thin young man with a brown face, with brown eyes and a head of tightly curled hair. He wore a work glove on his left hand, and like the boss, he wore high-heeled boots. 'Seen my old man?' he asked.

The swamper said: 'He was here jus' a minute ago, Curley. Went over to the cookhouse, I think.'

'I'll try to catch him,' said Curley. His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie. His arms gradually bent at the elbows and his hands closed into fists. He stiffened and went into a slight crouch. His glance was at once calculating and pugnacious. Lennie squirmed under the look and shifted his feet nervously. Curley stepped gingerly close to him.

'You the new guys the old man was waitin' for?'

'We just come in,' said George.

'Let the big guy talk.'

Lennie twisted with embarrassment.

George said: 'S'pose he don't want to talk?'

Curley lashed his body around. 'By Christ, he's gotta talk when he's spoke to. What the

hell are you gettin' into it for?'

'We travel together,' said George coldly.

'Oh, so it's that way.'

George was tense and motionless. 'Yeah, it's that way.'

Lennie was looking helplessly to George for instruction.

'An' you won't let the big guy talk, is that it?'

'He can talk if he want to tell you anything.' He nodded slightly to Lennie.

'We jus' come in,' said Lennie softly.

Curley stared levelly at him. 'Well, nex' time you answer when you're spoke to.' He turned towards the door and walked out, and his elbows were still bent out a little.

### Q1

Read the first paragraph carefully.

List **four** things from this part of the text about what the young man who enters the bunkhouse

[4 marks]

### Q2

Look in detail at the third paragraph:

'I'll try to catch him,' said Curley. His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie. His arms gradually bent at the elbows and his hands closed into fists. He stiffened and went into a slight crouch. His glance was at once calculating and pugnacious. Lennie squirmed under the look and shifted his feet nervously. Curley stepped gingerly close to him.

How does the writer use language here to describe Curley's behaviour?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

### Q3

You now need to think about the **whole** of the **source**.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

[8 marks]

# Always a Multiple?



**Think of a two-digit number.**

**Reverse the digits and add your answer to your original number.**

*For example, Alison chose 42 and added 24 to get 66.*

Try a few examples.

Can you explain why your answer is always a multiple of 11?



# Summer homework - Science

There are two sections to your homework this summer. You must complete the tasks in both sections.

Please take the time to read through this page. If you need a pipette or beans for your chosen experiments in section 2 you need to collect these from science before Friday 14<sup>th</sup> July 2017 or you can ask your guardian to purchase these for you over summer.

## Section one

We have given you the answers to some questions. What you need to do is learn them.

When you come back in September you will sit a multiple choice test in your classrooms made up of the questions in this homework - they will not be in the same order so make sure you really do learn the answers!

It is expected that you achieve 80% or above on the test, otherwise we will consider your summer homework to not have been completed with all the sanctions this brings.

## Section two

We have given you methods for four science experiments you can carry out at home.

You **MUST** complete at least two of these experiments and write up your findings on the corresponding sheet in the booklet.

If you need a pipette or beans for your chosen experiments in section 2 you need to collect these from science before Friday 14<sup>th</sup> July 2017 or you can ask your guardian to purchase these for you over summer.

## Section one

Learn the answers to these short recall questions.

Tips for success in this task:

- Use 'look, cover, write, check'
  - Get someone to test you.
  - Write flashcards and test yourself - question on one side and the answer on the other.
  - Spread it out over the summer - don't try and learn them all the week before you come back!
  - Draw pictures to help you remember key information and make links between things.
  - Find concrete examples of what the question is about in real life to help you remember.
- 

1. Mass is measured using:

A mass balance

2. Weight is measured using:

A force meter

3. The particles in a solid are:

highly ordered and close together because they can only vibrate on the spot and not move around.

4. The particles in a liquid:

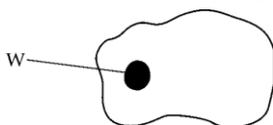
Randomly ordered and close together because the particles can move but are still close to each other.

5. The particles in a gas are:  
Randomly ordered and far apart because the particles are moving fast and randomly in all directions.
6. A smell can spread across a room even if there are no air currents. This is called:  
diffusion.
7. When something dissolves:  
the mass of the solution goes up but the volume stays the same.
8. The unit of force is the:  
newton.
9. Mass is:  
the amount of particles in an object.
10. Density is:  
the mass of something in a certain volume.
11. What are the standard units for weight and mass?  
weight - newtons;  
mass - kilograms

12. The calculation for speed is:

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

13. On this drawing of an animal cell, what is part labelled 'W'?



nucleus

14. On the drawing of the animal cell, what does part 'W' do?  
controls the cell and contains the genetic information
15. A tissue is:  
a group of cells which are the same, all doing the same job.
16. Gametes are:  
Sex cells (egg, sperm pollen)
17. Fertilisation is:  
when two sex cells join together.
18. How does energy reach the Earth from the sun?  
via waves of thermal radiation and light radiation.
19. A vacuum is:  
an area where there are no particles.
20. A luminous object:  
gives out light.
21. We break a light field that travels in all directions up into:  
individual rays travelling in one direction.
22. Pitch is:  
how high or low a sound is.
23. What produces sound?  
vibrating objects.
24. What is the correct order of the planets in the solar system, starting  
nearest the sun?  
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
25. A good conductor is:  
something that allows energy to flow through it easily.
26. Electrical current is:  
the flow of charged particles.

27. Resistance is:  
how hard it is for current to flow.
30. A non-renewable fuel is:  
One that will run out one day.
31. The non-renewable fuels are:  
Coal, oil, natural gas and uranium (nuclear).
32. Which is the correct word equation for respiration?  
glucose + oxygen  $\longrightarrow$  carbon dioxide + water
33. Which is the correct word equation for photosynthesis?  
carbon dioxide + water  $\longrightarrow$  glucose + oxygen
34. What do the arrows show in a food chain?  
the transfer of energy.
35. Variation is a word that describes:  
the differences between living things.

# Investigation 1 floating oranges



## Background science

Some things **float** and some things **sink** in water. If an object floats in water, we say it has a **high buoyancy**.

For example, wood has a high buoyancy. If an object sinks, it has a lower buoyancy.

**In this investigation, you will be seeing if peeling an orange changes its buoyancy in water.**

## Question

Does peeling an orange change its buoyancy?

## Equipment

- A large glass or vase
- An orange
- Water

## Hypothesis

What do you think will happen when you put the whole orange in the water?

.....  
.....

Why?

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

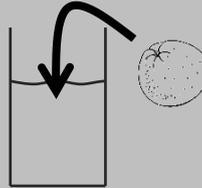
What do you think will happen when you put the peeled orange into water?

.....  
.....

Why?

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

## Method and observations



1. Add water to the glass until it is about  $\frac{3}{4}$  full.
2. Carefully place the orange into the glass.

What happens to the orange?

.....

3. Now peel the orange.

4. Repeat steps 1 and 2 above.

What happens to the peeled orange?

.....

## Conclusions

How does the buoyancy of the orange change when you peel it?

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

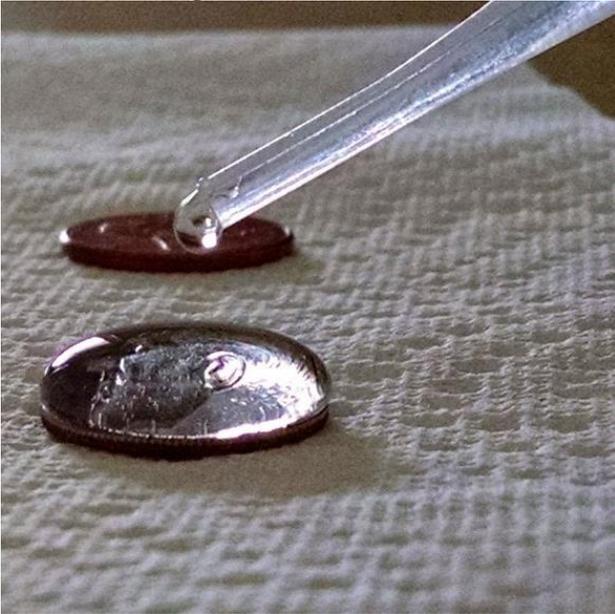
Why? (hint: density)

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

## Take it further (Optional)

Is there a difference between fruits with thick skin (like lemons) and thin skin (like apples)?

# Investigation 2 coin drops



## Background science

Water is a liquid at room temperature. Normally liquids flow down to the lowest point, but water is a little bit weird!

## Question

How many drops of water fit on different coins?

## Equipment

- A few different size coins
- A pipette
- Water
- Paper towel / toilet tissue

## Hypothesis

Which coin do you think will hold the most water?

.....  
 .....

Why?

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

## Method

1. Put the paper towel onto a level flat surface.
2. Put a coin onto the towel.
3. Fill a plastic pipette with water.
4. Carefully squeeze out water drop by drop from the pipette onto the coin.
5. Count how many drops fit on the coin before the dome breaks and the water spills over.
6. Record your results in the table below.
7. Repeat each coin three times and work out an average.

## Results

Coin	Number of water drops			
	Rep 1	Rep 2	Rep 3	Average

## Conclusions

How does the size of the coin affect the number of drops?

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

Lots of other liquids don't behave this way. Water does, why? (hint: surface tension)

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

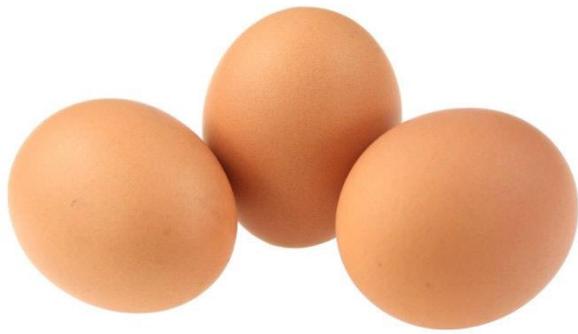
## Take it further (Optional)

Does it make a difference if the water is warm or cold?

Do any other liquids do the same?

How could you measure the amount of water more precisely?

# Investigation 3 eggs shells



## Background science

Solids will dissolve in some liquids and not others. Egg shells are made from calcium carbonate: the same chemical that chalk is made from.

*In this investigation, you will be seeing which liquids an egg shell will dissolve in.*

## Question

*Which liquids will egg shells dissolve in?*

## Equipment

- 3 eggs (of roughly the same size)
- 3 glasses / jars
- Vinegar
- Cola
- Salty water (2 spoons of salt per half pint)
- Sieve or colander

## Hypothesis

*Which liquids do you think the egg shell will dissolve in?*

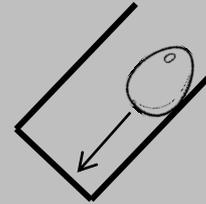
.....  
.....

*Why?*

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

## Method

1. Carefully place an egg into the bottom of each glass. To make sure it doesn't break.



2. Carefully fill each jar with one liquid to about the half way mark.

3. Leave the glasses to sit for two days. Somewhere safe, but out of the sun.

4. Carefully strain the eggs using a sieve.

5. Record your observations of any changes.

## Observations

*What happened in your experiment?*

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

## Conclusions

*Do your observations support your hypothesis?*

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

*Why does the shell only dissolve in some liquids (hint: acid)*

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

## Take it further (Optional)

*If you dilute the liquids with water, how does it affect the dissolving time?*

*Does keeping the experiment in the fridge affect the results.*

# Investigation 4 bean farmers



## Background science

Plants grow by using carbon dioxide, light and water in photosynthesis.

But which is the most important for a seed to start growing - **germinate**.

In this investigation, you will be seeing which factor is the most important to germinating seeds.

## Question

What do seeds need to germinate: light or water?

## Equipment

- 3 broad bean seeds.
- 3 small plates / jar lids.
- Cotton wool / paper towel.
- Teaspoon.
- Water.

## Hypothesis

Which do you think seeds need to germinate: light, water or both?

.....  
 .....

Why?

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

## Method

You will be keeping beans in three different conditions:

A	B	C
Water + light.	Just water.	Just light.

You will be setting the beans up in cotton wool beds.



## Setting up beans A and B

1. Soak both beans in water for an hour.
2. Take two lids. Wet them a little bit.
3. Put some cotton wool into each lid.
4. Sprinkle the cotton wool 2 teaspoons of water.
5. Put one beans on each cotton wool bed.
6. Put bean A and its bed on a window sill.
7. Put bean B and its bed into a dark area like a cupboard.

## Setting up bean C

1. Put some cotton wool in your third lid.
2. Put the bean on the cotton wool.
3. Put the whole think in on the window sill.

## Over the week

1. Sprinkle beans A and B with water.
2. Watch for any changes.

## Observations

What happened in your experiment?

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

## Conclusions

Do your observations support your hypothesis?

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

Why do you think this happens? (hint: most seeds germinate underground)

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

## Take it further (Optional)

What happens if you keep growing the beans in the same conditions?

What happens if you keep the seeds in the fridge?

## Religious Education

### Year 8 preparation for Year 9 holiday work



Next year your first RE unit will be all about the after-life.

Read the selection of ghost stories below and choose your favourite.

1) *'I just saw my reflection blink.'*

2) **'I begin tucking him into bed and he tells me, "Daddy check for monsters under my bed." I look underneath for his amusement and see him, another him, under the bed, staring back at me quivering and whispering, "Daddy there's somebody on my bed."**

3) *'She wondered why she was casting two shadows. After all, there was only a single lightbulb.'*

4) *'I always thought my cat had a staring problem, she always seemed fixated on my face. Until one day, when I realized that she was always looking just behind me.'*

Now:

- 1) Draw a picture of what you think the story is about.
- 2) Count how many words are in the story you chose.
- 3) Now write your own ghost story using the same number of words as the one you chose.

Extension : Do you think ghosts are real? Explain your answer

# Year 8 -Art Homework - Theme: Masks

## Unit 1: Research and investigate sources of ideas in art and design.

Your next art project will be based on different masks and the reason why we wear them . .

1. Think about the different situations of **when** , **why** and **where** we wear masks? Written them down with as much detail as possible.
  2. Find 2 different mask from different cultures and find out about information them.  
What they are made off? What are they worn for? What do they symbolize? who wears them?....
  3. Collect images from the internet from a range of masks of your choice.
  4. Draw two detailed sketches from the mask that you have collected.  
(use different materials if possible)
  5. Write a paragraph about how you used line, tone and colour in your drawing and how you have used your drawing/painting materials
1. E-mail any images required to be printed to your art teacher at [nuno.reis-moreira@southfields.wandsworth.sch.uk](mailto:nuno.reis-moreira@southfields.wandsworth.sch.uk)



Kabuki Mask - Japan



Gas Mask – 1940's

**Business**

**Key words**

**Goods:** Goods are products you can touch or feel **e.g.** mobile phone

**Service:** You can't touch or feel services **e.g.** A taxi ride

**Choose 2** businesses from the list below.

**Describe** what the business does – What service or what goods do they sell?

New Look  
Snappy snaps  
Vue Cinema  
Boots  
Wagamamas  
Fitness First

What type of business would you like to start?

**Explain** what goods or services you would like to sell.

## Computing

You are going to write a report on the purposes and properties of graphics. This report is worth 18 of the 60 marks available for the unit of work which goes towards your final grade.

### Layout of your work

You are to type it up in font “calibri (Body)” size 11. If you do not have access to a computer to type it up please write up your report by hand.

Header: R082 Digital Graphics

Footer: Your name

Page Number

Title: Understand the purpose and properties of digital graphics

**Why are digital graphics used** – In this section you will investigate the four main uses of digital graphics. This should be no less than a paragraph each; Entertain, Inform, Advertise, Educate. You also need to explain what the key features are and what makes them successful for this purpose.

**How digital graphics are used** – For each of the uses of graphics mentioned (Magazine covers, DVD covers, Adverts) you will need to write a detailed (point-by-point consideration) analysis how graphics are used/combined to create the final product so that it is appropriate for its purpose. You should use one example for each type of graphic to support your analysis.

**Colour** – Research psychology of colours, what do we associate colours with and how can the impact colour selection for graphics.

**Types of graphics** – Research what bitmap images and vector images are. You will need to explain the properties of each and how they are different in comparison.

<http://www.bbc.co.uk/schools/gcsebitesize/dida/graphics/bitmapvectorrev1.shtml> Do not copy from a website, all work must be written in your own words.

**File Formats** – .tiff, .jpg, .png, .bmp, .gif, .pdf are the six main types of file formats which are used for digital graphics. Writing in pros you will need to find out:

1. What is the full name for the file type
2. Whether it is an open source proprietary file type
3. What are the typical usages of the type
4. Key features of the file type

**The properties of digital graphics and their suitability for use in creating images** – You will need to research and discuss the four properties of images. Each should be a paragraph and you may use one image to support your writing:

1. Pixel dimensions

## Summer Homework Cambridge Nationals Creative iMedia

2. DPI resolution – What is it? Explain what dpi is used for images when used on the web. Explain what dpi is used for images for professional printing and why does it differ.
3. Pixels Per Inch – What is this and how can it impact on an image when it is displayed on a computer.
4. Quality – contrast, resolution, noise distortion
5. Compression settings

### How difference audiences influence the design

You will need to compare four different magazine covers one aimed at men, women, children, teenagers like in the example below.

You will need to do a detailed review of the covers how are the similar to ensure that they meet their purpose, but different enough that they are appropriate for their target audience. Areas to discuss:

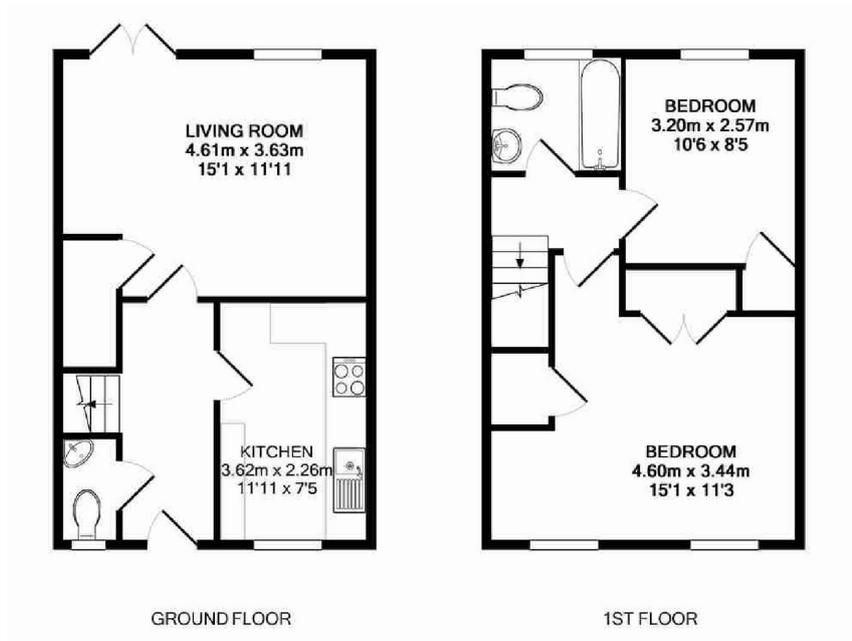
- Composition
- Use of white space
- Use of colour
- Styles



# Year 8 Construction-

## Summer Homework

Architects draw houses in different views to show all of the details needed to build them. The picture below shows a house with a view from above also known as a **plan view**.



From this drawing sketch in the box what you think the symbol is for each item:

- |                       |                      |           |                      |
|-----------------------|----------------------|-----------|----------------------|
| 1. Toilet             | <input type="text"/> | 3. Sink   | <input type="text"/> |
| 2. Kitchen hob/cooker | <input type="text"/> | 4. Stairs | <input type="text"/> |

On the next page try to draw your own house in the same style. If you have more than one floor then label each floor separately.

If you have a tape measure try to take measurements to add more information to the drawing.

Make sure you show which way each door opens and try to use the correct symbols for each item in the room.

# Dance Homework

<u>Physical skills</u>	
	Is important so you can hold a position without wobbling.
	Is important so you can stretch out right to your fingertips and toes, this also shows you are projecting with energy.
	Is important so that you can have a whole range of movement and mobility.
	Is important so that you can perform the choreography correctly.
	Is important so that you remember all of the choreography.
	Is important so that you can sustain (keep up) your energy throughout the dance.

- Choose the right physical skill:**
- Flexibility
  - Stamina
  - Movement memory
  - Extension
  - Balance
  - Accuracy

- Choose the right interpretive skill**
- Projection
  - Focus
  - Dynamics
  - Musicality
  - Facial expressions

<u>Interpretive skills</u>	
	Is important so that you can vary how you move which makes the choreography more interesting to watch.
	Is important so that all dancers know where to look at the same time in the dance.
	Is important to compliment the music.
	Is important to so that emotion can be seen and also characterisation.
	Is important to show energy throughout and to raise the performance to a high standard.

The above skills are important in your BTEC dance especially in the first unit that you will study; dance skills. Using the tables above can you please set yourself three targets that you would like to achieve in your first term as a BTEC dance students, use the skills as a guide.

My first target is to improve ..... I want to improve this because  
 .....  
 .....  
 .....

# Dance Homework

My second target is to improve ..... I want to improve this because

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

My third target is to improve ..... I want to improve this because

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

## Year 8 into year 9 drama holiday homework



### Research different stages

Match the following staging terminology to the correct picture:

TRAVERSE

PROMENADE

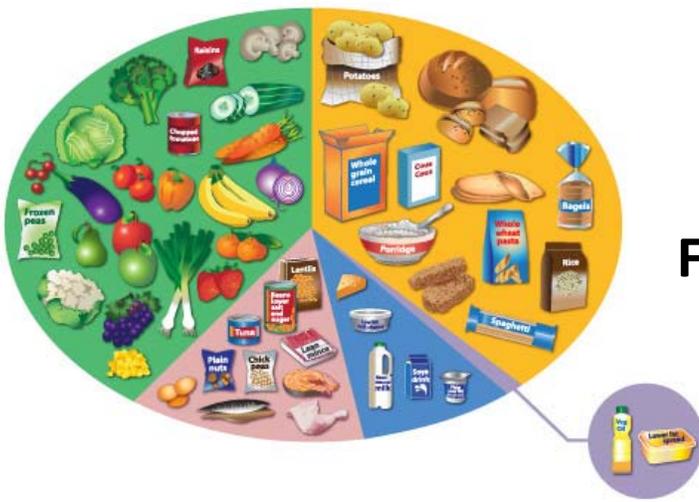
IN THE ROUND

PROSCENIUM ARCH

END ON

THRUST

Explain why you would use each of these stages to perform in, what purpose do they serve? Give reasons for your answers.



# Year 8

## Food Technology Project

Summer 2017 BHM

**Brief:** Create a 'Food Technology' manual that can provide information on basic kitchen skills.

Your manual can be presented in any format but must be **visual**. You are to research and include information on:

- Kitchen hygiene, health & safety
- The 'bridge' technique
- The 'claw' technique
- The 'Eatwell Guide'
- The importance of breakfast
- Good food presentation vs. bad food presentation

This manual will be submitted during the first Food Technology lesson after the summer holiday. It will be expected that you are aware of the above information before the official start of the year.

# Geography

## Year 8 into 9 Holiday Homework Summer 2017

Find a newspaper article where the topic has something to do with geography. It could be a natural disaster (an earthquake, a flood, a drought), it could be to do with conflict (Syria refugee crisis, climate change, global warming).

### TASK

- Find 10 key words in the article. Make sure some of the key words are ones that you do not know. Write them down and define them.
- Summarise the article in no less than 100 words and no more than 150 words.
- Research further the topic. How long has it gone on for, what are the short and long term effects, how are people reacting to it?

So your holiday homework should look something like this....



### Key words

Refugee- A person that has had to flee their home

Crisis-

### Summary of article

The article suggests that Europe is working hard to find a solution to the migrant crisis....

### Further research

Migrants are leaving Africa and the Middle East for a number of reasons. Climate change has brought drought and people need to move to find food.



## HEALTH AND SOCIAL CARE

In preparation for your health and social care complete some research about careers in the NHS. Complete the steps below and bring in your entry for the **Step into the NHS** completion

### Step 1: The research phase

- Find out what careers are available in the NHS by taking a look at [www.stepintothens.nhs.uk](http://www.stepintothens.nhs.uk) and [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk)
- You can also visit [www.stepintothens.nhs.uk](http://www.stepintothens.nhs.uk) to take a personality quiz to reveal the careers that might suit you and bite-size information about them
- Select a career that you find most interesting from the ones you have researched

### Step 2: The job description

- Next you need to produce a job description for your chosen role
- A job description describes what you do in the role. It also details any qualifications, experience and skills needed to do the job properly
- To help with your job description, we've developed a ready-made template for you to complete
- In addition, a supporting guidance sheet offers further hints you may wish to consider

### Step 4: Hand in your job advert to your teacher.

If your teacher selects your work for the NHS competition you could be in with a chance of winning a prize!

- National winner = a tablet
- Regional winner = £50 Amazon voucher
- All winners will receive a certificate

### Step 3: The job advertisement

- Now you understand your chosen career, create a fun and lively job advertisement so it appeals to other people your age. There's a guidance sheet to help with your planning
- You can select any media you like, for example, film, poster, presentation, leaflet or website. It's entirely your choice!
- However, please avoid using copyrighted material, for example, music on videos and websites

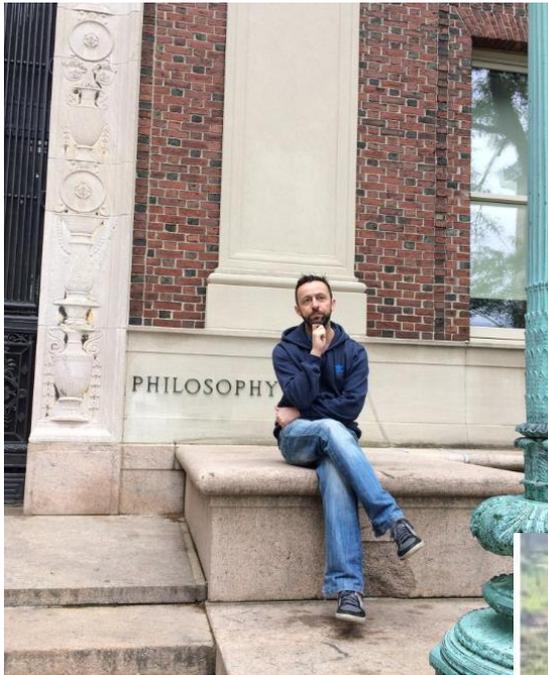
Health and Social Care BTEC is a great first step in learning about what it takes to have a successful career in a wide range of settings – from the NHS to nurseries, care homes and social work.

There is much more to working for the NHS than being a doctor or a nurse. In fact there are more than 350 different careers in the NHS, and, with that many careers on offer, there's a job to suit you no matter what your interests and skills are.

**EXTRA CHALLENGE:** make a list of all the other settings you could work in after studying health and social care. Which setting would do you find most interesting? Complete some research into the different jobs in that setting.

# History Homework for year 8 to year 9

## Museum Selfie Challenge!



Get yourself to as many free London museums as you can and take a selfie.

Create a scrapbook with a picture of the self and one paragraph about the museum itself.

Some questions you could answer:

- What did you enjoy about the museum?
- What did you learn while you were visiting?
- Why would you recommend it to other people?
- If you could go back, what else would you like to see?



Southfields Academy Music Department



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# MUSIC SUMMER HOMEWORK

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Year 9

# Music

## During your summer holiday:

1. Take some time to label each individual note in the 'Introduction to Sight Reading Booklet'. The exercise will help you to become quick and efficient at identifying notes.

To begin with, you can use the MNEMONICS (the sentences you have learnt) to help you and even refer to PAGE 1. As you go along, however, try not to refer to PAGE 1 but memorise the note's positions on the lines and spaces

2. For a bit of fun with a challenge, download the "Music Tutor" app on your phone or tablet (available on Apple App Store or Android Play Store) and see how many notes you can label in one minute!
3. Research and list the typical instruments of Calypso and pop music.
4. List the four sections/families of the orchestra and their instruments in descending order of pitch (i.e. from the highest to the lowest).

# Introduction To Sight Reading

Every Good Boy Deserves Food F A C E

3

Good Bikes Don't Fall Apart All Cows Eat Grass

5

7

yo

2

9

Musical notation for measures 9-14. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 9-10 show a melodic line in the treble clef with quarter notes and eighth notes. Measures 11-12 have rests in the treble clef. Measures 13-14 show a melodic line in the treble clef with quarter notes and eighth notes. The bass clef has rests in measures 9-12 and a melodic line in measures 13-14.

15

Musical notation for measures 15-20. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 15-16 show a melodic line in the treble clef with quarter notes and eighth notes. Measures 17-18 have rests in the treble clef. Measures 19-20 show a melodic line in the treble clef with quarter notes and eighth notes. The bass clef has rests in measures 15-18 and a melodic line in measures 19-20.

21

Musical notation for measures 21-26. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 21-22 show a melodic line in the treble clef with quarter notes and eighth notes. Measures 23-24 have rests in the treble clef. Measures 25-26 show a melodic line in the treble clef with quarter notes and eighth notes. The bass clef has rests in measures 21-24 and a melodic line in measures 25-26.

27

Musical notation for measures 27-32. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 27-32 have rests in the treble clef. The bass clef has a continuous melodic line consisting of quarter notes and eighth notes throughout all six measures.

33

Musical notation for measures 33-38. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 33-34 show a melodic line in the treble clef with quarter notes and eighth notes. Measures 35-36 have rests in the treble clef. Measures 37-38 show a melodic line in the treble clef with quarter notes and eighth notes. The bass clef has rests in measures 33-36 and a melodic line in measures 37-38.

39

Musical notation for measures 39-44. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 39-40 show a melodic line in the treble clef with quarter notes and eighth notes. Measures 41-42 have rests in the treble clef. Measures 43-44 show a melodic line in the treble clef with quarter notes and eighth notes. The bass clef has rests in measures 39-42 and a melodic line in measures 43-44.

45

Musical notation for measures 45-50. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 45-50 show a sequence of notes in the treble staff, with the bass staff containing rests in measures 45-46 and 49-50, and active notes in measures 47-48.

51

Musical notation for measures 51-56. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 51-56 show a sequence of notes in the treble staff, with the bass staff containing rests in measures 51-52 and 55-56, and active notes in measures 53-54.

57

Musical notation for measures 57-62. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 57-62 show a sequence of notes in the treble staff, with the bass staff containing rests in measures 57-58 and 61-62, and active notes in measures 59-60.

63

Musical notation for measures 63-68. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 63-68 show a sequence of notes in the treble staff, with the bass staff containing rests in measures 63-64 and 67-68, and active notes in measures 65-66.

69

Musical notation for measures 69-74. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 69-74 show a sequence of notes in the bass staff, with the treble staff containing rests in measures 69-70 and 73-74, and active notes in measures 71-72.

75

Musical notation for measures 75-80. The system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. Measures 75-80 show a sequence of notes in the bass staff, with the treble staff containing rests in measures 75-76 and 79-80, and active notes in measures 77-78.



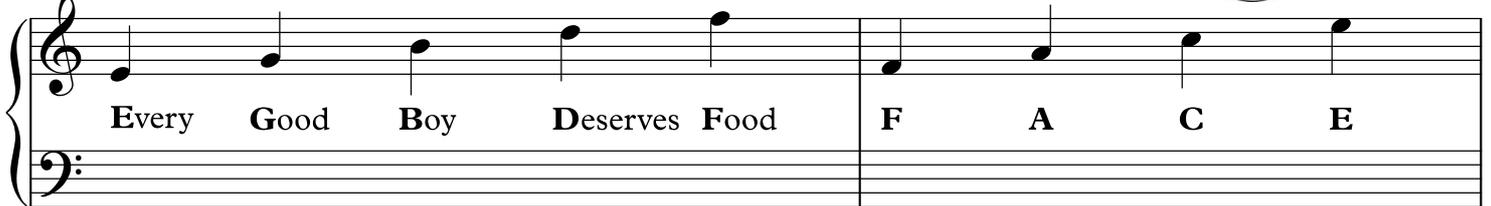
# Introduction To Sight Reading

Let's begin by learning a little trick to identify notes easily. You will notice piano music is written on two sets of 5 lines (and four spaces in between). This is called the STAVE  
The top stave is for your RIGHT HAND and the bottom stave is for your LEFT HAND.

On each stave, notes are written either on the LINES or INSIDE THE SPACES:

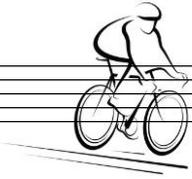
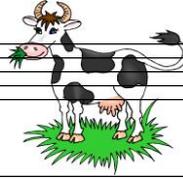
**RIGHT hand**

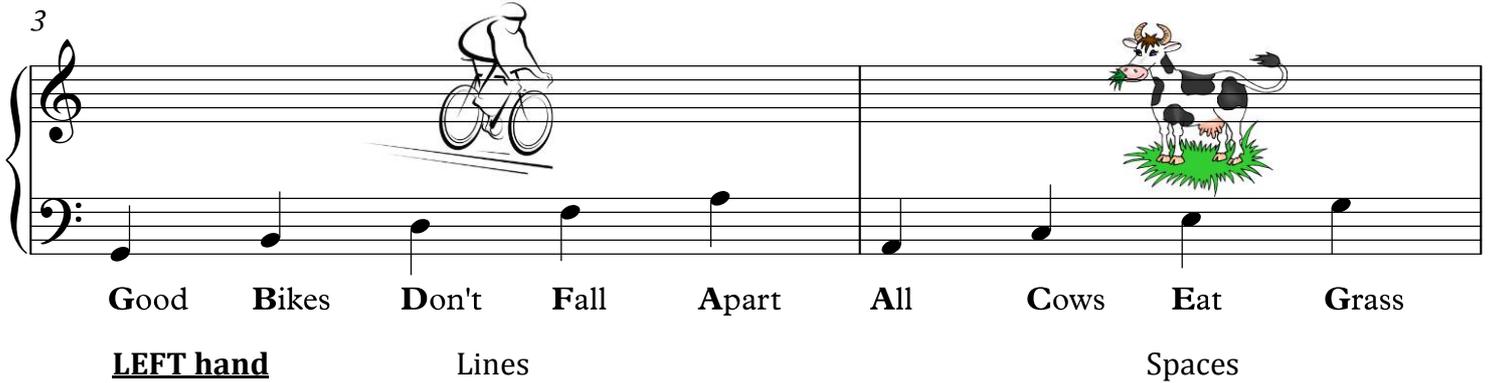
Lines  Spaces 



Every Good Boy Deserves Food F A C E

**LEFT hand**

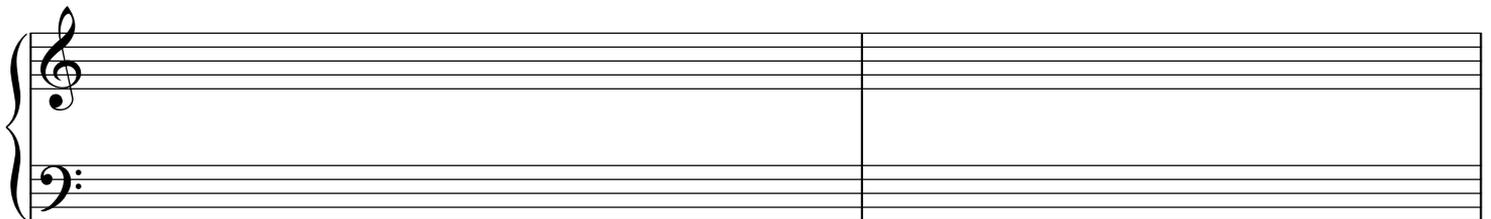


Good Bikes Don't Fall Apart All Cows Eat Grass

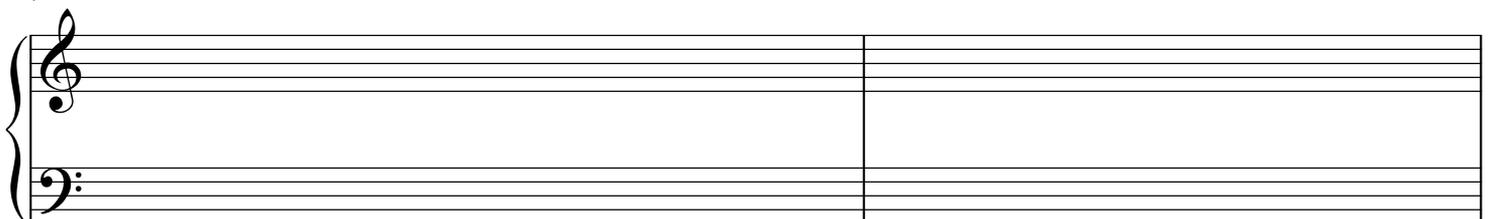
## TASK 1

Go ahead and copy this out below. Be careful not confuse the RIGHT and LEFT hand! No need to copy out the drawings.

5



7



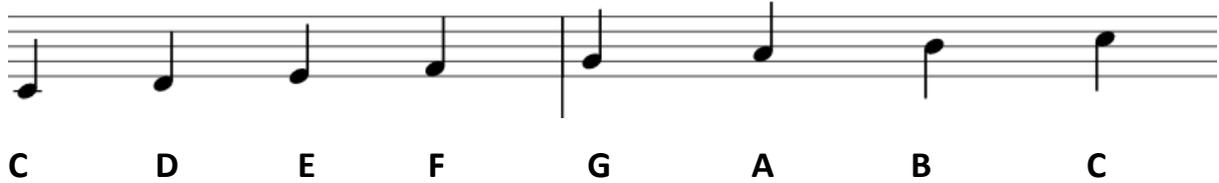
Name: \_\_\_\_\_

## Music Notation: Rhythm & Pitch

### Intervals:

An interval is the distance between two notes -

Tonic (1<sup>st</sup>)      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>      5<sup>th</sup>      6<sup>th</sup>      7<sup>th</sup>  
Octave (8 notes C-C)



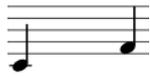
**Task 1 – Write the intervals between the following notes:**

**Example:**



C – F is a 4th \_\_\_\_\_

a)



b)

\_\_\_\_\_



c)

\_\_\_\_\_



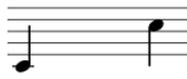
d)

\_\_\_\_\_



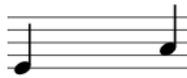
e)

\_\_\_\_\_



f)

\_\_\_\_\_



g)

\_\_\_\_\_

**Research the following and complete:**

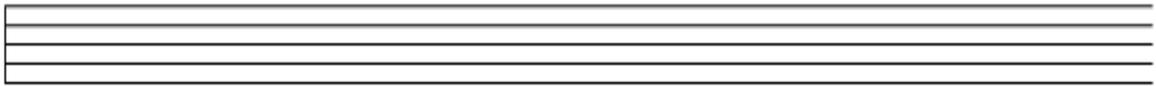
1) What is a chromatic melody?

---

---

---

2) Draw the 5 notes of a C major pentatonic scale:



3) Describe 'scalar movement':

---

---

---

4) What is a triadic melody?

---

---

---

# Sociology Summer Project 2017

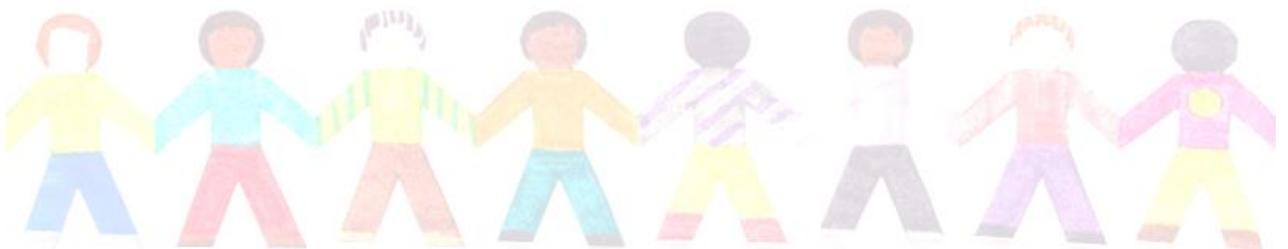


This research based project is designed to give you an ideal grounding for next year.

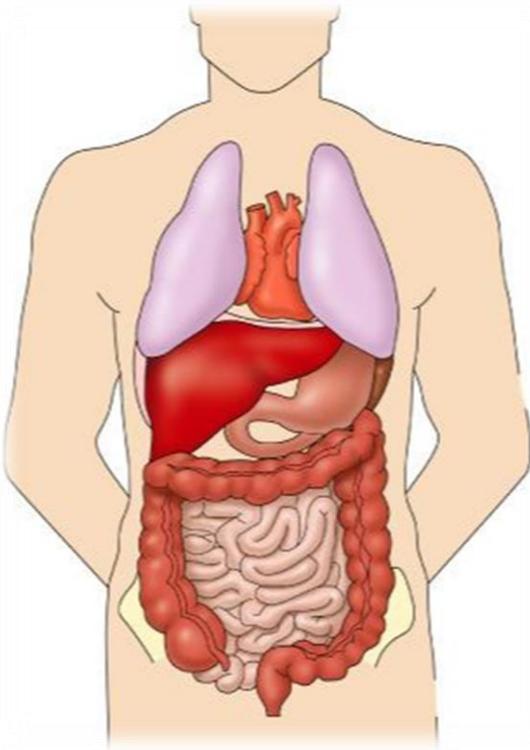
Present the tasks in any format you like and bring it with you to your first lesson after the summer.

You must complete at least 3 of the task.

Good luck and Enjoy ☺



# Task 1: Functional Functionalists...



1. Write definitions for Free Will and Determinism.
2. Research Functionalism and produce a fact sheet outlining the “Organic Analogy”.

3. Watch this YouTube clip of The Adjustment Bureau Trailer:

<https://www.youtube.com/watch?v=wZJOTP4nTaE>

Link this to Functionalism.



#### 4. Summing up...

Tweet using the **#TeamSS\_SA** summarising everything that you have discovered about Functionalism



Remember you only have 140 characters or 30 words

#TeamSS\_SA

← Reply ↻ Retweet ★ Favorite

140

## Task 2: Fiery Feminists...



everyday  
sexism  
project

1. Watch the youtube clip:  
<https://www.youtube.com/watch?v=LHPOLSywdi0>

Define all key words from the video clip.

2. Research Feminism and produce a fact sheet outlining definitions and provide examples.

3. Research

@/#EverydaySexism

(remember this is a public forum and some content may not be appropriate and the school can take no responsibility over the content)

4. Research examples of gender inequality within the UK in contemporary society.

### 5. Summing up...

Tweet using the **#TeamSS\_SA** summarising everything that you have discovered about Feminism



#TeamSS\_SA

Remember you only have 140 characters or 30 words

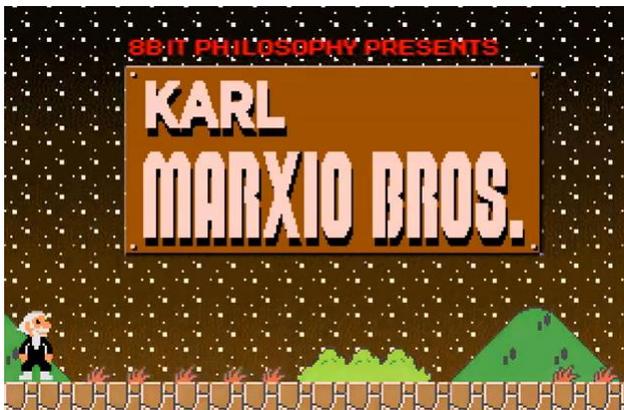
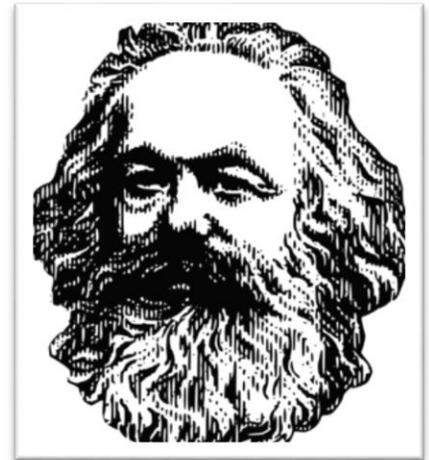
← Reply ↻ Retweet ★ Favorite

140

# Task 3: Magnificent Marxists...

1. Watch the youtube clip:

<https://www.youtube.com/watch?v=Vz3eOb6Yl1s>



2. Define all key words on the video clip.

3. Research Marxism and produce a fact sheet outlining the difference between the bourgeoisie and the proletariat.



4. Research examples of class inequality within the UK in contemporary Society.

5. **Summing up...**

Tweet using the **#TeamSS\_SA** summarising everything that you have discovered about Marxism



Remember you only have 140 characters or 30 words

**#TeamSS\_SA**

← Reply ↻ Retweet ★ Favorite

140

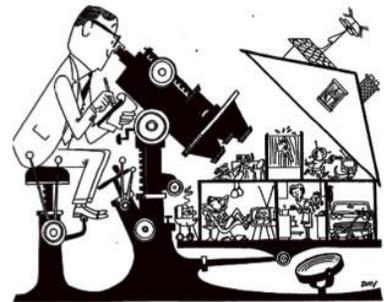
# Task 4: Autonomous Social Action Theorist...

Functionalism	Feminism	Marxism

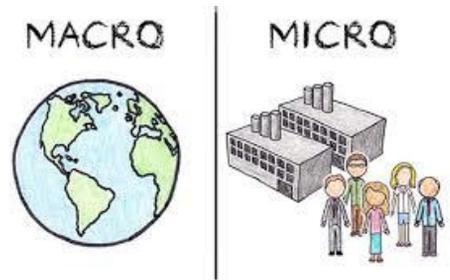
1. Complete a summary table for your notes outlining each approach and stating whether they are:

- **Consensus** or **Conflict Theories**
- **Macro** or **Micro Approaches**
- **Structural** or **Social Action**

Ensure that you define each of these key words.



2. From the Functionalist task you would have discussed free will vs. determinism. Do we have free will within society? What perspective would Social Action Theorist take on this question?



3. Define the Social Action Theorist approach to society.

4. Research Jane Elliot's "Brown Eyes, Blue Eyes" experiments along with her "Angry Eye" experiment. What would Social Action Theorists say about these experiment and participants?



## 5. Summing up...

Tweet using the **#TeamSS\_SA** summarising everything that you have discovered about Social Action Theorists



Remember you only have 140 characters or 30 words

**#TeamSS\_SA**

← Reply ↻ Retweet ★ Favorite

140

## Task 5: Passionate Post-modernists...

1. Produce a factsheet outlining what post-modernism is and what it says about society?



2. Produce a table outlining the differences between a modern and post-modern society.

Modern	Post-Modern

3. Find examples of post-modern changes in society within the Media. For example Same Sex Marriages in the USA.



### 4. Summing up...

Tweet using the **#TeamSS\_SA** summarising everything that you have discovered about Post-modernism.



Remember you only have 140 characters or 30 words

#TeamSS\_SA

Follow

Reply Retweet Favorite

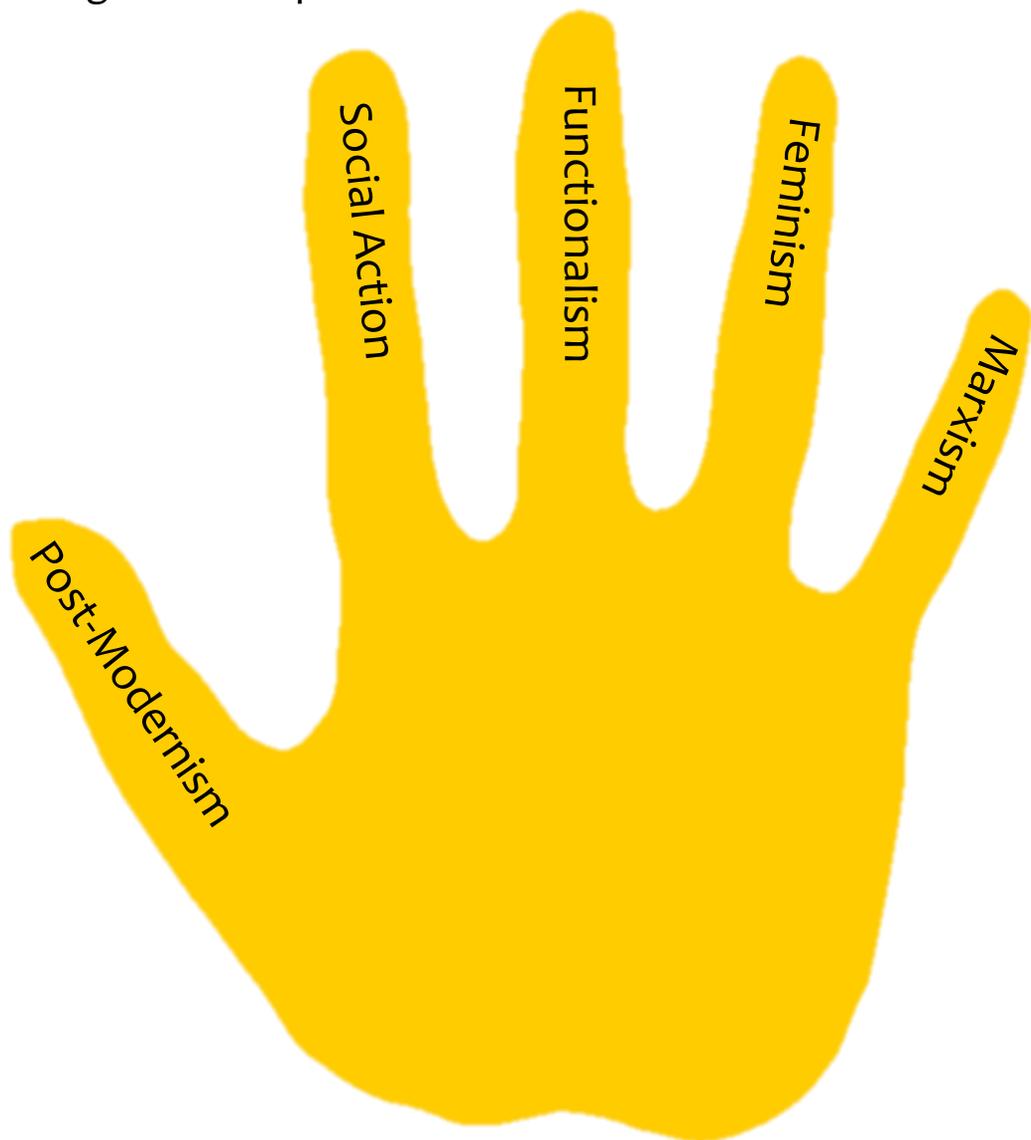
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## Task 6: The Family and Education...

### *The Family and Education Five*

There are five main sociological approaches or perspectives. You have already researched them and explained the key terms.

Now you must outline their assumptions regarding the Family and Education as sociological institutions and include Sociologists which put forward these ideas.



# Useful Resources & Further Reading

*To help you on your way...*

## Websites:

- AQA New Specification – <http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/introduction>
- AQA - Example Assessment Material - <http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources>
- S-Cool Revision Materials - <http://www.s-cool.co.uk/a-level/sociology>
- Every Day Sexism Project - <http://everydaysexism.com/index.php/about>
- Who Needs Feminism - <http://whoneedsfeminism.com/about.html>
- He for She Campaign - <http://www.heforshe.org/>

## Youtube Videos:

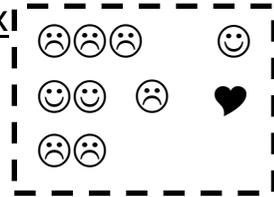
- Emma Watson Addresses the UN  
<https://www.youtube.com/watch?v=v6XTx2Rg04g>

## Spanish

A: Put the correct symbol in each box

e.g.

Me gusta



Odio

No me gusta

Me gusta mucho

Me encanta

Me gusta

No me gusta nada

B. Match the English words to the Spanish words by drawing a line

Interesante	Relaxing
Relajante	Boring
Fácil	Interesting
Difícil	Useful
Aburrido	Easy
Útil	Nice
Simpático	Difficult

Divertido	Entertaining
-----------	--------------

(a). Translate these sentences into **English**

1. Las ciencias son interesantes > \_\_\_\_\_

2. El francés es fácil > \_\_\_\_\_

(b). **Underline** the correct word:

3. Me gusta las ciencias porque (**es / son**) buenas.

4. Me encanta el inglés porque es (**divertido / divertida**).

(c). Fill in the missing Spanish word:

5. La música es \_\_\_\_\_ (**interesting**)

6. No me gusta la informática \_\_\_\_\_ (**because**) es aburrida.

7. Me encanta la religión porque es \_\_\_\_\_ (**easy**)

(d) Translate these sentences into **Spanish**:

8. Music is difficult > \_\_\_\_\_

9. I like history because it is relaxing. > \_\_\_\_\_

**Spanish**

**10. Write your own opinion about 5 subjects you study.**

**Please justify this opinion with a reason why.**

# Statistics: Data Handling

## Summer Homework

[you can use the internet and/or mymaths.co.uk (username 'southfields' password 'cylinder') or other maths websites to help you understand any processes you are not sure of]

Through the internet you have access to lots of data on many topics which can be used to carry out statistical investigations. This data can help you to draw statistical diagrams and answer a variety of questions as well as testing all manner of hypotheses (what you think you will find from your research).

Your Homework project is to carry out a Statistical investigation on one of the topics below. You will need to use statistical diagrams to back up your answer and choose from a variety of techniques of research - not just using the internet, you could use Surveys or Questionnaires or experiments. You also need to write down the name of the address of any websites you used and you will need to write down everything that you do on this project in time order. This will help you to write your evaluation at the end of this project. You MUST write this as a report.

Hypotheses you need to choose from to test:

- Football Teams are most likely to win when they are playing at home
- Boys do better than girls at GCSE Maths
- The number 3 gets drawn more often than the number 49 in the national lottery
- The literacy rate in a country is linked to that countries national income
- People in the north of England have larger families than people who live in the south.
- Girls have quicker reaction times than boys.

The following websites could help you with some of the above:

[www.statistics.gov.uk](http://www.statistics.gov.uk)

[www.national-lottery.co.uk](http://www.national-lottery.co.uk)

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Briefly, an overview of what you have to do on this project

1. Test one of the 6 hypotheses above using statistical diagrams to back up your answer. (e.g. bar charts, pictograms, pie charts, scatter graphs). You can also find averages and ranges to help analyse your data and comment on your findings.
2. Write as a REPORT – diagrams to be done by hand, the rest of the report can be hand written or word processed.
3. Don't necessarily use the internet for everything, you can use other methods of research as well. (e.g. surveys, questionnaires, experiments)
4. If you use the internet, make a note of the websites address.
5. Write an evaluation of the project including diagrams, names of websites, proof of research, averages and conclusions concerning what you've found out.
6. DO NOT COPY AND PASTE.

The homework will be collected in during the first lesson in September.

A PowerPoint presentation is available on SharePoint to help you get some ideas about how to structure your investigation.

*SharePoint -> Learning -> Mathematics -> Year 10 GCSE -> GCSE Statistics -> Y8 Homework*