# Year 8 Homework Booklet Half term 5 2024

## Contents

# English

**Half Term 5 – Yr8 HWK**
**Children in Victorian Prisons**

*This is an extract from a letter Oscar Wilde wrote to 'The Daily Chronicle' newspaper after his own release in 1897 from Reading prison. The letter, entitled: "The Case of Warder Martin: Some Cruelties of Prison Life", shows his concern over the treatment of children in prisons.*

To The Editor, The Daily Chronicle, Friday 28th May 1897.
 Dear Sir,
 the present treatment of children is terrible, primarily from people not understanding the psychology of a child's nature. A child cannot understand a punishment inflicted by society.

The child consequently, being taken away from its parents by people whom it has never seen before, and of whom it knows nothing, and finding itself in a lonely and unfamiliar cell, waited on by strange faces, and ordered about and punished by representatives of a prison system that it cannot understand, becomes an immediate prey to the first and most prominent emotion produced by modern prisons - the emotion of terror.

The terror of a child in prison is quite limitless. I remember once, in Reading prison, as I was going out to exercise, seeing in the dimly-lit cell right opposite my own, a small boy. Two warders — not unkindly men — were talking sternly to him, or perhaps giving him some useful advice about his behaviour. One was in the cell with him, the other was standing outside. The child's face was like a white wedge of sheer terror. There was in his eyes the terror of a hunted animal.

The next morning I heard him at breakfast time crying and begging to be let out. His cry was for his parents. From time to time I could hear the deep voice of the warder on duty telling him to keep quiet. Yet he was not even convicted of whatever little offence he had been charged with. He was simply on remand. This I knew by his wearing of his own clothes, which seemed neat enough. He was, however, wearing prison socks and shoes. This showed that he was a very poor boy, whose own shoes, if he had any, were in a bad state. Justices and magistrates, an entirely ignorant class as a rule, often remand children for a week. They call this "not sending a child to prison". It is, of course, a stupid view on their part. To a little child whether he is in prison on remand, or after conviction, is no different. To him, the horrible thing is to be there at all. In the eyes of humanity it should be a horrible thing for him to be there at all.

### Week One
Are these statements about the letter true or false?

1. Wilde believes that prison is a good punishment for children
2. Wilde claims that prison is a terrifying experience for children
3. Wilde witnessed a child begging to be released from prison
4. Wilde believes sending children to prison is a stupid idea
5. The boy had lost his own shoes and socks
6. The boy was so poor he did not have his own shoes and socks

7. The boy cried because he missed his friends

## Week Two
Write a summary of the letter. Include the following words in your summary:
Children
Wilde
Prison

## Week Three
Language analysis. How does Wilde use language to describe the child in prison?
Use a quotation from the following section of the letter to inform your analysis.
*The child's face was like a white wedge of sheer terror. There was in his eyes the terror of a hunted animal.*
Write your ideas up in a paragraph. You may use the following sentence starters.
*Wilde uses a metaphor to describe the child in prison*
*He tells us "...."*
*This implies...because...*
*This could also demonstrate...*
*He does this to make the reader feel...because...*

## Week Four
Viewpoints and perspectives. How does Wilde feel about children in prisons? Draw and complete the table below.

| Viewpoint | Quotation |
|---|---|
|  |  |
|  |  |
|  |  |

## Week Five
Persuasive Writing.
*Prisons are no place for children. No one under the age of 18 should ever go to jail.*
Write a newspaper article for your local newspaper in which you explain your point of view on the above statement. Remember to lay your ideas out like an article and include a headline.
**Remember to:**
- Vary paragraph and sentence lengths.
- Vary punctuation - ; ( ) … !
- Use sophisticated vocabulary.
- Use a variety of persuasive techniques (Power of three (tripartite), emotive language, rhetorical questions, repetition, anecdotes, direct address (we/us/you), exaggeration, witness statements, expert opinion, statistics) etc.

# Maths

# NGA Maths Homework Page

## JOHN VON NEUMANN

Described as the scientific genius who pioneered the modern computer, game theory, nuclear deterrence and more, **John von Neumann (1903 – 1957)** illuminated the fields of pure and applied mathematics, computer science, physics, and economics. Fellow mathematicians and physicists marvelled at the speed with which von Neumann could analyze and solve complex problems.

"Most mathematicians prove what they can, von Neumann proves what he wants," was a popular saying among mathematicians of his day.

He is the designer of the Von-Neumann architecture, which is basic to nearly all computers today. 'Architecture' is the design that enables the instructions and data to reach and be processed by the CPU (Computer Programming Unit). The key elements of a Von Neumann architecture are that data and instructions are both stored as **binary** in main memory – this is a number system that contains two symbols only (1 and 0). The CPU will then carry out instructions coded in binary in a repetitive cycle, until there are no more instructions to decode and execute.

Binary is still the primary language for computers and used with electronics and computer hardware as it is simple and only has two states, ON (1) and OFF (0), making it easy to perform calculations.

## Questions

Binary is a 'Base 2' number system - each column represents the number two raised to a power, with the value of the power increasing by one as you move through each of the eight positions. The chart is read from **right to left** (instead of left to right) and numbers are added up to produce a denary (10-digit system) number.

Each unit (1 or 0) is known as a bit (**b**inary d**i**git).

A byte is a group of 8 bits - as seen below with 10110101.

Place values
(multiply this number by the 1 or 0 in its place)

| 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |
|---|---|---|---|---|---|---|---|
| × | × | × | × | × | × | × | × |
| 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| = | = | = | = | = | = | = | = |

$128 + 0 + 32 + 16 + 0 + 4 + 0 + 1$

(add all these together to get the decimal number)

$$= 181$$

Convert the following bytes into denary / decimal system numbers:

$1 \, 0 =$

$1 \, 0 \, 1 \, 1 =$

$1 \, 1 \, 1 \, 1 =$

$0 \, 1 \, 1 \, 1 \, 1 \, 0 \, 1 \, 0 =$

# Science

# The Size of The Earth

*Carl Sagan* tells us how an ancient Egyptian calculated the size of the Earth with a stick.

The was once a time when our small planet seemed immense, when it was the only world we could explore. It's true size was first worked out in a simple and ingenious way by a man who live in Egypt in the third century B.C. In Alexandria at that time there lived a man named Eratosthenes. One of his envious contempories called him beta (the second letter of the greek alphabet) because Eratosthenes was second best in the world at everything, but it seems clear that in many fields Eratosthenes was alpha. He was an astronomer, historian, geographer, philosopher, poet, theatre critic and mathmetician. He was also the chief librarian at the great library of Alexandria and one day while reading a papyrus book in the library he came across a curious account.

## Sun Cast No Shadows

Far to the south, he read, at the frontier outpost of Seyene something notable could be seen on the longest day of the year. On June 21st the shadows of a temple column or vertical stick would grow shorter as noon approached and as the hours crept towards midday the sun's rays would slither down the sides of a deep well which on other days would remain in shadow. Then at precisely noon, the columns would cast no shadows and the sun would shine directly down into the water of the well. At that moment the sun was exactly overhead. It was an observation that someone else might easily have ignored - sticks, shadows, reflections in wells, the position of the sun – simple everyday matters of what possible importance might they be? But Eratosthenes was a scientist and his contemplation of these homely matters changed the world, in a way, made the world. Because Eratosthenes has the presence of mind to experiment, to actually ask whether back in Alexandria did a stick cast a shadow near noon on June 21st? And it turns out, sticks do.



Carl Sagan-globular Earth
Deduced By Eratosthenes

## A Curious Mind and A Simple Experiment

An overly skeptical person might have said that the report from Seyene was an error – but it's an absolutely straight forward observation – why would anyone lie on such a trivial matter? Eratosthenes asked himself how it could be that at the same moment a stick in Seyene would cast no shadow and a stick in Alexandria, 800km to the north would cast a very definite shadow? On the left is a map of ancient Eygpt with two sticks or Obelisks one in Alexandria and one down here in Seyene, now if at a certain moment each stick casts no shadow at all that is perfectly easy to understand, provided the Earth is flat, if the shadow at Seyene is a certain length and the shadow at Alexandria is the same length then that also makes sense on a flat Earth. But how could it be, Eratosthenes asked, that at the same instant there was no shadow at Seyene and a very substantial shadow at Alexandria? The answer was that the surface of the Earth is curved. Not only that, but that the greater the curvature, the greater the difference in the lengths of the shadows.

## Simple Trigonometry

The sun is so far away that the rays are parallel when they reach the Earth. Sticks at different angles to the sun's rays will cast shadows of different lengths. For the observed difference in these shadow lengths the distance between Alexandria and Syene had to be about 7° along the surface of the Earth. By that I mean image the sticks extending all the way down to the centre of the earth they would there intersect at an angle of about 7°. Well 7° is something like 1/50th of the full circumference of the Earth (360°). Eratosthenes knew the distance between Alexandria and Seyene – he knew it was 800km – why? Because he hired a man to pace out the entire distance so that he could perform the calculation we're talking about. Now 800km x 50 is 40,000km so that must be the circumference of the Earth. That's how far it is to go once around the Earth. That's the right answer! Eratosthenes' only tools were sticks, eyes, feet and brains plus a zest for experiment. With those tools he correctly deduced the circumference of the earth to high precision with an error of only a few percent. That's pretty good figuring for 2200 years ago!
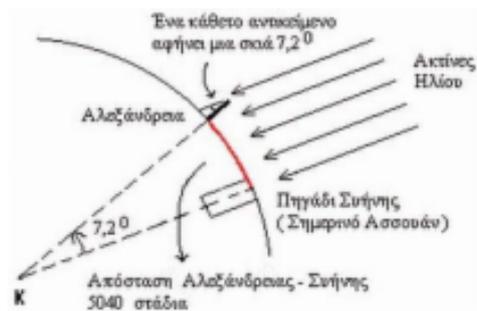
## Comprehension and Reflection Questions

1. Suggest why Eratosthenes, one of greatest minds of his generation was working at a library?
2. Eratosthenes was not worried about the accuracy of the accounts from Seyene, what could he have done to check the veracity of these reports?
3. The circumference of the Earth is actually 40,075km. Calculate the actual error of Eratosthenes calculation of 40,000km.

## Extension Activities

Ideas for things to do next:

- The Earth isn't actually Spherical. Research "Polar Flattening" write about how much the poles are flattened at what caused it.

- The definition of the "metre" was originally one ten millionth of the distance from the equator to the north pole. Research how this definition changed and find out what is used to define the exact distance of one meter today.

## Further Reading

Ideas for things to read next:

- Read about the great library at Alexandria
  https://en.wikipedia.org/wiki/Library_of_Alexandria

# Spanish

**The wonders of Colombia's Caribbean Coast**



Bathed in sun, fringed with beautiful beaches and filled with both indigenous and colonial history, **Colombia's Caribbean Coast** has the power to capture (and hold) the attention of travellers.

**Cartagena** has been called the crown jewel of the coast for very good reason – it is stunning to look at and even better to wander around. The beautifully preserved colonial section of town, beaming with buildings of vibrant reds, oranges and yellows, is still surrounded by the 13km of original stone walls, which provide a heavy dose of historical atmosphere. When strolling within their confines, the narrow streets and the bougainvillea-draped balconies suddenly combine to frame some rather majestic views of towering church spires in the distance. These streets spill into open plazas, each bordered by palms and grand architecture, and dotted with monuments to a bygone time.

There is no better way to end a day in Cartagena than back in the old city, sitting atop the city walls and watching the sun slowly set into the Caribbean. The aptly named Café del Mar is an ideal place to witness this timeless scene play out.

Named after the indigenous people who once called the area home, **Parque Nacional Natural Tayrona** straddles the foot of the Sierra Nevada Mountains of Santa Marta and 3000 hectares of Caribbean waters. Hiking in the rainforest clad hills and lounging on the park's many secluded beaches (some of Colombia's most beautiful) are the two biggest attractions here. Although there are many endangered species wandering Tayrona, they keep well hidden, so ventures into the wild are more for the experience itself than what wildlife you'll see – the scenery

is lush, with numerous rivers and lagoons, the latter making refreshing swimming holes.

1. WHY is Cartagena called a 'crown jewel'?


2. WHAT are some of the features of Cartagena that make it so attractive to visitors?


3. WHICH three words mean the same as 'a previous period in history'?


4. WHICH two geographical features is Parque Tyrona located between?


5. WHAT are some of the features of Parque Tyrona that make it so attractive to visitors?


6. City or Countryside: WHICH destination would you choose to visit if you only had time for one? Give a reason for your decision.

# Geography

# Syria Earthquake: Why did the UN aid take so long to arrive?



A child sits in the rubble of a collapsed building in Jindires, Syri

**By Rosie Garthwaite**
BBC News Arabic

**The UN's delay in delivering life-saving aid to Syrian victims of last month's devastating earthquake was unnecessary, legal experts have told the BBC.**
It took a week before the UN got approval from Syria's president to **open extra border crossings** to allow access to the opposition-held north-west.

The UN itself has said it is crucial to try and rescue quake victims within 72 hours. It disputes the BBC's findings that it could have acted differently.

"What matters in terms of responding to an earthquake is time and the immediacy of the response. And the UN just stood there completely paralysed," international human rights lawyer, Sarah Kayyali, told the BBC.

More than 4,500 people were killed and more than 8,700 injured in north-west Syria by the earthquake, the UN says.

Centred near Gaziantep in Turkey, the 6 February 7.8 magnitude tremor and subsequent earthquakes and aftershocks killed at least 45,968 people in Turkey, according to officials there, and about 6,000 in Syria as a whole.

But the UN made no formal request for emergency medical teams to enter north-west Syria, and was not able to tell us about any formal request for search and rescue teams to deploy

there. International humanitarian specialists working on the response have told the BBC that without that call from the UN there was no clear way for emergency teams to deploy.

Victims of the earthquake have complained about the UN's response.
Omar Hajji lost his wife and five children to the disaster.

He spoke to the BBC in the days following the quake as he looked for his remaining missing son, 14-year-old Abduhrahman. He was finally reunited with him after three days of searching.

"UN aid wasn't sufficient," Omar says, who spent days digging through rubble looking for friends and family with his bare hands. "The most significant aid we received was from locals… If the UN aid had arrived earlier things would've been very different."

One week after the quake, Martin Griffiths, the UN's head of emergency relief, visited the Bab al-Hawa border crossing. The UN has "so far failed the people of north-west Syria", he wrote on Twitter. "They rightly feel abandoned. Looking for international help that hasn't arrived."



Omar Hajji had to scrabble in the rubble to look for his loved ones

# History

# Suffragette Martyr: The Death of Emily Davison

## Written by Tom Matthews

Emily Wilding Davison was born in South East London in 1872. She was a high-achiever, and completed a Bachelor of Arts in literature from Royal Holloway College. Emily realised that academia was a male-dominated world, and resented the limited opportunities given to women in society. It was for these reasons that she became a radically involved member of The Women's Social and Political Unit (WSPU), which was founded by Emmeline Pankhurst.

Emily In The WSPU

Emily became a radical member of the WSPU, often engaging in militant and dangerous acts. She quickly became head steward of the organisation, and even gave up working to dedicate more time to a cause she felt inextricably bound to. Emily was sent to prison several times as punishment for her protests, which included throwing metal balls labelled "bomb" through parliament windows, hiding in the air ducts in the House of Commons, and setting fire to London postboxes. She often went on hunger strikes during her stints in prison, and was subject to force feeding by prison guards. Once she resorted to throwing herself from a balcony to protest this force feeding, and saw this as a sacrifice for the greater cause. She said afterwards: "***I did it deliberately, and with all my power, because I felt that by nothing but the sacrifice of human life would the nation be brought to realise the horrible torture our women face.***"

The Death of Emily Davison

It was at the Epsom Derby 1913 on June 4th that Emily would make her final and most memorable protest in the name of women's rights. Thousands of people flocked to the racecourse that day, including King George V and Queen Mary. As the horses thundered around the race track into the final straight, Emily slipped under the railing and into the line of the charging horses. She waited calmly as the first two horses ran passed her, and stepped

*Emily Davison's Death at the Epsom Derby*
Image: Wikimedia Commons

into the line of King George V's Anmer horse. Emily was trampled, and sustained fatal brain injuries. She died 4 days later in hospital.

Emily Davison death facts suggest that she hadn't planned to sacrifice her life on this day. It is said that her bag contained a return train ticket for that day, as well as an invitation to a Suffragette meeting that evening. The reasons why she decided to

walk in front of the King's horse will never truly be known, but it is clear that Emily's will to die for a cause she believed in was strong.

The Legacy of Emily Davison

The reaction to Emily's death was mixed. Newspapers reporting on the event at the time tended to focus on the wellbeing of the King's horse Anmer and the jockey who was in control of the horse. Some called her an irresponsible anarchist, and others said her death was not an act of sacrifice but one of suicide. To the suffragettes however – Emily was revered as a martyr.

Whether or not Emily's act was beneficial to the suffragette cause or not is highly contested. Her act of self-sacrifice can be seen as one in line with Emmeline Pankhurst's Suffragette motto "Deeds, not words", suggesting that actions speak louder than words. Emily's actions on this fateful day reveal how strongly she felt about the treatment of women as second-class citizens. However, for others her act reaffirmed the mentality that women were emotional, hysterical creatures incapable of rational thought. For this reason some say that her actions were counterproductive to the suffragette cause.

Emily's Funeral

Emily's funeral was the last great public event held by the WSPU. Thousands of people lined the streets, or watched respectfully from their homes as the open hearse went by, her coffin draped with WSPU colours and mourning bands. Sylvia Pankhurst was followed by members of the WSPU as they marched in memory of Emily, wearing red sashes to show their recognition of her as the movement's first martyr. Emily Davison quotes such as "***Rebellion against tyrants is obedience to God***" even became slogans for the suffragettes, continuing Emily's legacy and her message to the world. At the Epsom racecourse there's a plaque dedicated to Emily, paying homage to her act of bravery and self-sacrifice in the name of women's rights.

**Taken from - https://www.historic-newspapers.co.uk/blog/suffragette-martyr-the-death-of-emily-davison/**

# Performing Arts

# SUPERNOVA

**"The superstar troupe from Britain's Got Talent consistently fill venues across the country – and you can see why"**

*Reviewed by Lyndsey Winship* **(The Guardian)**

**I**t's 15 years since street dance crew Diversity beat Susan Boyle to the Britain's Got Talent crown, and the troupe is still going strong. Ashley Banjo is now a prime-time telly face, a judge on Dancing on Ice, and he still leads from the front as choreographer, director and star, greeted by whoops and screams from the crowd. About half the 14-strong group are original members – teenage boys then, now men in their 30s. They are joined by more recent recruits, the youngest being the talented 18-year-old Isaac Akinyemi, and some fierce women too.

They are performing 'Supernova' 60 nights this year, in 27 towns. Never mind the latest chin-scratching developments in contemporary dance, this is the dance that people of all ages buy tickets for, all over the country, looking for a good night out.

The formula in many ways hasn't changed, Diversity's signature style is punchy unison routines, tight as a military parade, crammed with percussive rhythms and sharp stops, with power moves and acrobatics thrown in (if in doubt, do a backflip). When they go all out, the energy is massive, it's a rush.

Banjo is really in the business of emotional manipulation, and he uses every device going – video game-style visuals, rain falling from the sky, and music especially, whether for drama, uplift or nostalgia, pushing all the buttons. It's mostly surface-level stuff, pretty cheesy, but why have I got a lump in my throat, dammit?



Ultimately this a story about living a good life, holding on to people you love, vanquishing your demons. And they are so darn sincere, as Banjo chats about love, peace and hope. Diversity are very successful at what they do: pure entertainment, with heart.

## **Questions:**

1. Who are Diversity? How many members are there?

_____

_____

_____

2. What is the signature style of Diversity?

_____

_____

3. Describe the story of the show?

_____

_____

_____

_____
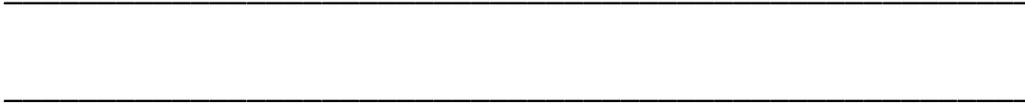
# PE

PE homework will be given in class and must be completed in Paris 2024 booklets.

# Computing

# Year 8 – The History of Computer Software

In the early 1990s, a young computer scientist named Tim Berners-Lee was working at the European Organization for Nuclear Research (CERN) in Geneva, Switzerland. He had an idea for a new way to share information over the Internet, which was still in its infancy at the time. Berners-Lee envisioned a system where people could easily access and share information, regardless of where they were located in the world.

To accomplish this, he needed to create a new programming language that would allow people to create and format documents in a way that could be easily read and understood by anyone with a computer and an Internet connection. This programming language would come to be known as HTML, or Hypertext Markup Language.

Berners-Lee began work on HTML in 1989, and by 1991 he had released the first version of the language. HTML was designed to be simple and easy to use, even for people who had no prior experience with computer programming. It used a system of "tags" to indicate how text and other content should be formatted and displayed on a web page.

At first, the World Wide Web was a small and relatively obscure corner of the Internet. But as more people discovered the power of HTML and the ease of sharing information online, the web began to grow rapidly. By the mid-1990s, millions of people around the world were using HTML to create and share web pages on a wide range of topics.

With the growth of the web came new challenges and opportunities for HTML. Developers began to create new versions of the language, each with more advanced features and capabilities. HTML 2.0, released in 1995, introduced support for tables, forms, and other interactive elements. HTML 3.2, released in 1997, added support for style sheets and other advanced formatting options.

As HTML continued to evolve, it became the foundation for a wide range of technologies and applications. Today, HTML is used not only to create web pages, but also to build entire web applications and user interfaces for desktop and mobile devices.

Despite its success, HTML remains a work in progress. The latest version of the language, HTML5, was released in 2014 and includes a wide range of new features and capabilities, including support for multimedia content, improved accessibility, and better integration with other web technologies.

In many ways, HTML and the World Wide Web have changed the world in ways that Berners-Lee could never have imagined when he first began work on the language. Today, the web is an essential part of everyday life for billions of people around the world, and HTML remains one of the most important tools for creating and sharing information online.
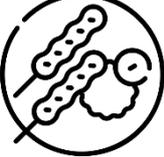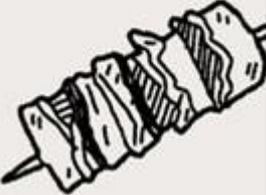
# Creative Arts

**ART: KS3 HW**

# CREATIVE ARTS

| D&T | **Wood** ==Read the information== and answer the questions on the sheet |
|---|---|
|  | Woods can be divided into two main categories - softwood and hardwood. This is not a description of the wood - it just means what type of tree it comes from. |
|  | **Softwood evergreen trees, like pine** |
|  | Most softwood trees are coniferous (cone bearing). They typically have thin needle-like leaves and are evergreen - e.g. pine, cedar and yew. They grow in colder climates and are fast growing — most reaching maturity within 30 years. This makes them easy to replace with new trees, so they're usually cheaper than hardwoods. Pines: there are several types of pine but they're all generally pale yellow with brown streaks. Scots pine is fairly strong but knotty. Parana pine is more expensive it's hard and is best used for interior joinery. |
|  | **Hardwood - Deciduous Trees, like Oak** |
|  | Most hardwood trees are broadleaved and deciduous (they shed their leaves annually) - e.g. oak, mahogany, beech and elm. Broadleaf trees grow in warm climates and are usually slow growing. They can take around a hundred years to mature, so they're generally more expensive than softwoods. |
|  | **Colours of the common hardwoods:**<br>mahogany reddish brown, beech creamy/pinkish, elm light reddish brown, oak rich light brown |
|  | **Questions:** |
|  | 1; In softwood trees, what is meant by coniferous? |

| | 2; What do hardwood trees do annually?<br><br>3; which wood is the most expensive?<br><br>4; What colour is oak? | |
|---|---|---|
| ART | https://www.tate.org.uk/kids/explore/who-is<br>This link has information about LOTS of different artists from around the world. Choose ONE you like or have something in common with. Find / screenshot a picture of their work and find 5 facts about them. Upload to your work in 'Teams assignments' | https://www.nae.org.uk/community/past-projects/<br><br>Look at the past events from the New Art Exchange.<br>Reply in 'Teams Assignments' and say which exhibition you would like to have seen and why. |
| TEXTILES | <u>Creative Arts- Textiles Year 8</u><br><u>Homework</u> **PRODUCT ANALYSIS**<br>1.Select two pincushions to analyse<br>2.Look online stick a picture of the pin cushion in the box<br>3. Analyse the products and fill in the table. | |

| Image | | |
|---|---|---|
| **Aesthetics**<br>What does the<br>Product look like? | | |

| | | | |
|---|---|---|---|
| | | | |
| | **Cost.** Is it expensive or cheap? | | |
| | **Age group** **Target market** | | |
| | **Size** (What are the Measurements?) | | |
| | **Function** What is the product used for? | | |
| | **Features** Does the product have ant special features? | | |
| | **Materials** What is the product made from? | | |

| | Conclusion<br>Overall opinion of product<br>What would you change? | | |
|---|---|---|---|
| | Star rating | | |

| | |
|---|---|
| FOOD | 　　　　　　Date of Practical: _____<br><br># Ingredients<br>**Burgers:**<br>*Please bring the following ingredients*<br>250g minced beef or lamb<br>Small handful of fresh herbs - chopped<br>½ - 1 egg (beaten in a bowl with fork)<br>½ an onion finely chopped<br><br>**Koftas:**<br>*Please bring the following ingredients*<br>250g lamb mince<br>1 tsp ground cumin<br>2 tsp ground coriander<br>2 fat garlic cloves, crushed<br>1 tbsp chopped mint<br>*6 wooden skewers*<br><br>**Meatballs:**<br>*Please bring the following ingredients*<br>250g beef mince (or other meat)<br>½ onion, finely chopped<br>½ a large bunch parsley, finely chopped<br>40g parmesan grated<br>50g fresh breadcrumbs or a tub of<br>1 egg, beaten with a fork<br>(this is just to make the meatballs, to add a tomato based sauce bring tin of tomato soup, a jar of tomato sauce or try making the sauce using the ingredients below )<br>Tomato Sauce<br>3 tbsp olive oil<br>4 garlic cloves, crushed<br>4 x 400g cans chopped tomatoes<br>3 tbsp caster sugar<br>½ a large bunch of flat-leaf parsley, finely chopped<br>few basil leaves (optional)<br>https://www.bbcgoodfood.com/recipes/spaghetti-meatballs |

## 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

**Meatballs**
Divide the mixture into small evenly sized balls.
Arrange the meatballs 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) Warm your sauce through in a sauce pan and place your cooked meatballs in to serve. At home add your sauce and serve with rice or spaghetti, salad and grated parmesan cheese.



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

## Chicken Skewers

## Ingredients

*Please bring the following ingredients*
**1 chicken breast diced and in a <u>marinade</u> 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.
7.	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.

<mark>**Read the following Recipe**</mark>                     **Date of Practical:**

Puff Pastry Pizzas

**Ingredients**

*Please bring the following ingredients, weighed at home*

**1 pack puff pastry**

**Passata, pizza topping sauce or tomato puree**

50g cheese (already grated)

**Fillings** (choose from and please bring already prepared):

½ onion (diced)

Tuna (drained)

Ham (sliced)

2 tbsp Sweetcorn (drained)

Other toppings suitable for a pizza work well.

**Named container to take your pastry home in.**

**Learning how to:**

Rolling out, shaping and cutting dough. Using the oven.

**Method**

1.	Collect all your equipment from the table and pre-heat oven to 200°c.
2.	Turn out pastry onto a floured surface, roll out, cut into circles or rectangles or make a full pizza and place onto a flat baking tray. Prick gently with a fork.
3.	Spread with tomato sauce, add grated cheese.
4.	Arrange your toppings as you would with a pizza.

Bake in the oven for 30 mins. Remove then place individually onto a cooling rack.

<mark>**Read the following Recipe**</mark>                     **Date of Practical:**

**Pastry – Filo Cups**

**Ingredients**

*Please bring the following ingredients, weighed at home*

**1 pack of filo pastry**

**For the egg filling** (you can leave this out and just make savoury tarts)

2 eggs

125mls milk

50g cheese (already grated)

**Fillings** (choose from and please bring already prepared):

½ onion (diced)

Tuna (drained)

Ham (sliced)

2 tbsp Sweetcorn (drained)

Other toppings suitable for a pizza work well.

**Named container to present your tarts in and take it home in**

**Method**

1. Collect all your equipment from the table and pre-heat oven to 200°c.
2. Prepare filling ingredients, measure milk in jug and break egg into this, whisk with a fork.
3. Grease your tray and lay two sheets of pastry in a hole of a bun tin.
4. Put the fillings into cases then cover with the egg custard being careful not to go over the edge. Leave the egg custard if only making savoury tarts.
5. Bake in the oven for 12 – 15 mins. Remove then place individually onto a cooling rack.

**Learning how to:**

Basics of shaping pastry, making an egg custard, preparation of fillings. Using the oven.

# ART

**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

Public

# How can we live with each other better?

# Imago Dei

## KEYWORDS

**Imago Dei** = humans are made in God's image

**Justice** = what's right and fair based on the law

**Equality** = when everyone has the same rights and opportunities as everyone else

**Prejudice** = judging someone to be inferior or superior based on no evidence

**Discrimination** = treating groups of people differently as a result of prejudice

**Stereotype** = a fixed idea about someone so that it is assumed that they will behave in a particular way, usually based on prejudice.

**Sexism** = prejudice, stereotyping, or discrimination against someone because of their sex or gender, usually women or girls.

**Racism** = prejudice, stereotyping, or discrimination against someone because of their skin colour or ethnic group.

**Homophobia** = is the irrational fear of, or discrimination against homosexuality or gay people.

## IMAGO DEI

Christians believe that humans have been made in the image of God. They call this 'imago dei'.

Although humans are not divine, they do have a special relationship with God, their creator, which is different from other creatures.

Christians believe that being created in God's image does not mean that God looks human. It does mean that humans have a special dignity and responsibility.

**"The more a person loves, the closer he approaches the image of God."**
- Martin Luther

### Stewardship
Many Christians believe they have a special responsibility to take care of God's creation on God's behalf

## What is the difference between humans and animals?

- For scientists, humans are a species of animal that has evolved through natural selection to be more intelligent than other species.

- Some non-religious people say that humans are not more valuable than any other species. Others say that humans are more valuable because of their superior ability to think and feel.

- Many Christians agree with the non-religious and scientific arguments.

- Other Christians believe the creation story in the Bible is literally true and say that humans are particularly valuable to God because they are made in the image of God. Some believe that humans have souls but animals do not.

## JUSTICE

This is the idea that we should be treated fairly and equally by others. It is the key idea underpinning our laws. Another connected idea is that if you break the law, you should be punished in a way that is proportionate to the crime.

**Social Justice** is trying to achieve a fairer society by challenging unfairness and valuing diversity. It is also about making sure everyone has equal opportunities, access and rights.

## GENDER PREJUDICE

Many people are treated unfairly because of their sex or gender. The vast majority of these people are women.

Christian teachings oppose gender prejudice and discrimination:

- In the Bible, Jesus treated men and women with equal respect.
- Saint Paul taught that men and women are equal, saying "you are all one in Christ Jesus". (Galatians 3:28)

## RACISM

Many people are treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their skin colour or ethnicity.

Christianity (as well as other religions, such as Judaism and Islam) teaches that all human beings are made in the image of God. For this reason, all people are equally important in God's eyes and should be treated equally by us.

## RELIGIOUS DISCRIMINATION

This is treating a person or group differently because of the particular beliefs which they hold about a religion.

In the UK, the law follows the European Convention on Human Rights upholds freedom of religion. This means that everyone has the right to practise their faith as long as that does not harm other people.

Although religions are usually very good at getting on with each other, strong beliefs can be a source of conflict, especially where there is prejudice and discrimination.

## ISLAMOPHOBIA

In recent years there has been a rise in prejudice, discrimination and abuse towards Muslims. This is known as Islamophobia.

Many religious people are involved in inter-faith groups which aim to deepen understanding between people with different beliefs and ways of looking at the world.

## QUESTIONS

1. What does the term 'equality' mean?

_____

2. In the UK, everyone has the right to follow their religion as long as ...

_____

3. What does it mean to be 'made in God's image'?

_____

_____

4. On the back of this page, make a mind-map on stewardship. Explain what it is, why it is needed and how it can be done.