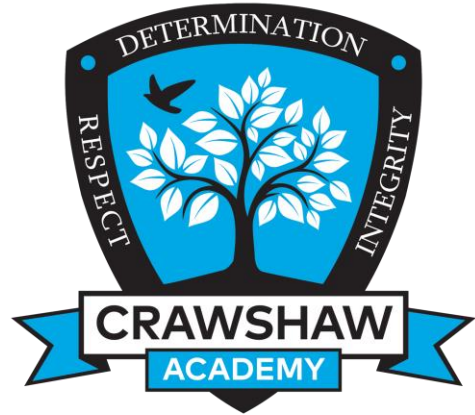


# Study Booklet

**Name:**

**Form:**



**Knowledge is Power**

**Year 9 Term 1**

# YOUR STUDY BOOKLET

## ⇒ How to use your Knowledge Organiser ⇒

### EACH TERM, YOU WILL RECEIVE:



#### A KNOWLEDGE ORGANISER (KO)

– used in lessons and at home



#### A STUDY BOOKLET

– used for your homework



*The more you know,  
the more you can do!*



These work together to help you build knowledge and remember it over time.

### ➤ USING YOUR KNOWLEDGE ORGANISER



Your Knowledge Organiser contains the key knowledge you need to learn.

**You will use it to:**

- ✓ Support your learning in lessons
- ✓ Help you complete your homework
- ✓ Prepare for assessments



It is the most important resource to help you succeed.

### USING YOUR STUDY BOOKLET (HOMEWORK)



Your Study Booklet is where you complete your homework tasks.

**All tasks are designed so that you:**

- ✓ Use your Knowledge Organiser
- ✓ Practise remembering knowledge
- ✓ Apply what you have learned

### HOW TO COMPLETE HOMEWORK SUCCESSFULLY



**Use** your Knowledge Organiser to help you



**Try** to remember the knowledge (don't just copy!)



**Complete** each task carefully



**Check** and improve your answers

### HOW HOMEWORK IS CHECKED

Homework will be checked in lessons.  
You are expected to:



Check your own answers  
(**self-assessment**)



Learn from others  
(**peer assessment**)



Be ready for teacher checks  
(**booklet open and complete**)



The focus is on completion, effort and improving over time.

### TYPES OF TASKS YOU WILL COMPLETE

Your homework will help you develop different skills:

**A**

**RECALL** – remembering key facts



**B**

**UNDERSTANDING** – explaining what you know



**C**

**CHALLENGE** – applying your knowledge



### WHY THIS MATTERS

Using your Knowledge Organiser regularly will help you to:



Remember more over time



Feel confident in lessons and assessments



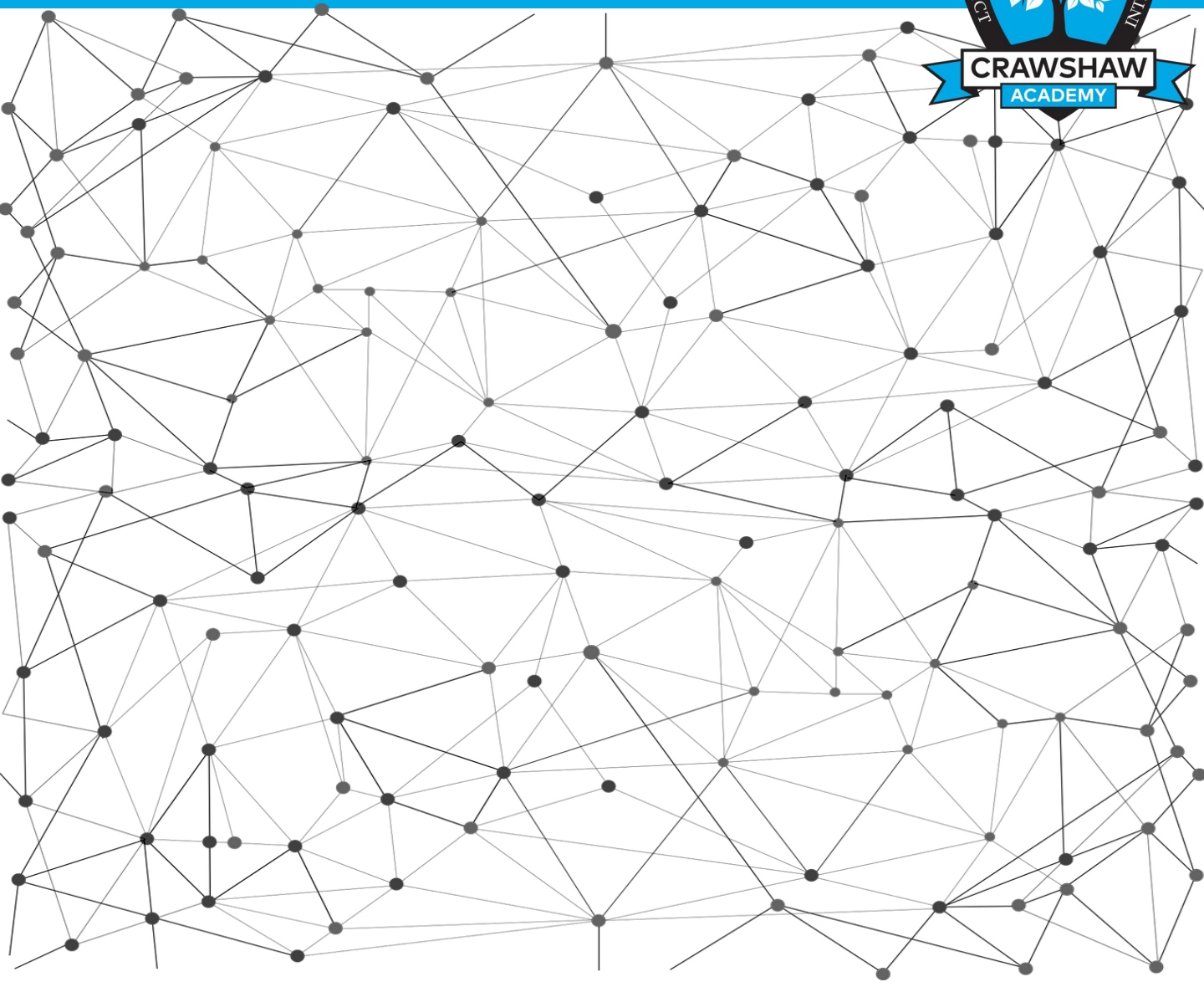
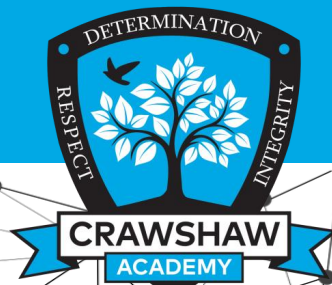
Build strong independent study habits



**TOP TIP:** Don't just copy – think, test yourself, and check your learning!



# Art: Y9 Term 1



## Year 9 Art – Term 1

### Homework 1

#### Match the Key Word to the Definition

Write the correct keyword next to each definition.

**Keywords:**

**Portrait • Identity • Monoprint • Collage • Composition • Tone • Texture • Layering • Contrast • Mixed Media**

1. \_\_\_\_\_ Creating a single unique print.
2. \_\_\_\_\_ An artwork representing a person.
3. \_\_\_\_\_ Building up multiple materials, colours or images.
4. \_\_\_\_\_ The arrangement of objects and features in an artwork.
5. \_\_\_\_\_ Combining different materials such as paper, photographs or text.
6. \_\_\_\_\_ The qualities and experiences that make a person unique.
7. \_\_\_\_\_ The difference between light and dark areas.
8. \_\_\_\_\_ Artwork created using more than one material or technique.
9. \_\_\_\_\_ The lightness or darkness of a colour.
10. \_\_\_\_\_ The surface quality of an artwork

#### Who Am I?

Identify the correct art term.

1. I use old book pages and drawings together. \_\_\_\_\_
2. I create a portrait of myself. \_\_\_\_\_
3. I transfer an image from one surface to another. \_\_\_\_\_
4. I use symbols to communicate ideas. \_\_\_\_\_
5. I gather information about artists and techniques. \_\_\_\_\_

## Homework 2

### Retrieval Questions (2 marks each)

1. What is the difference between a portrait and a self-portrait?

---

2. Name two materials that could be used in a collage.

---

3. What is a monoprint?

---

4. Why is layering often used in mixed-media artwork?

---

5. What does composition mean?

---

### Artist Knowledge (1 mark each)

Match the artist to the description.

**Artists:** DAIN • Loui Jover • Deb Weiers

1. \_\_\_\_\_ Uses portraits layered with graffiti, collage and urban imagery.

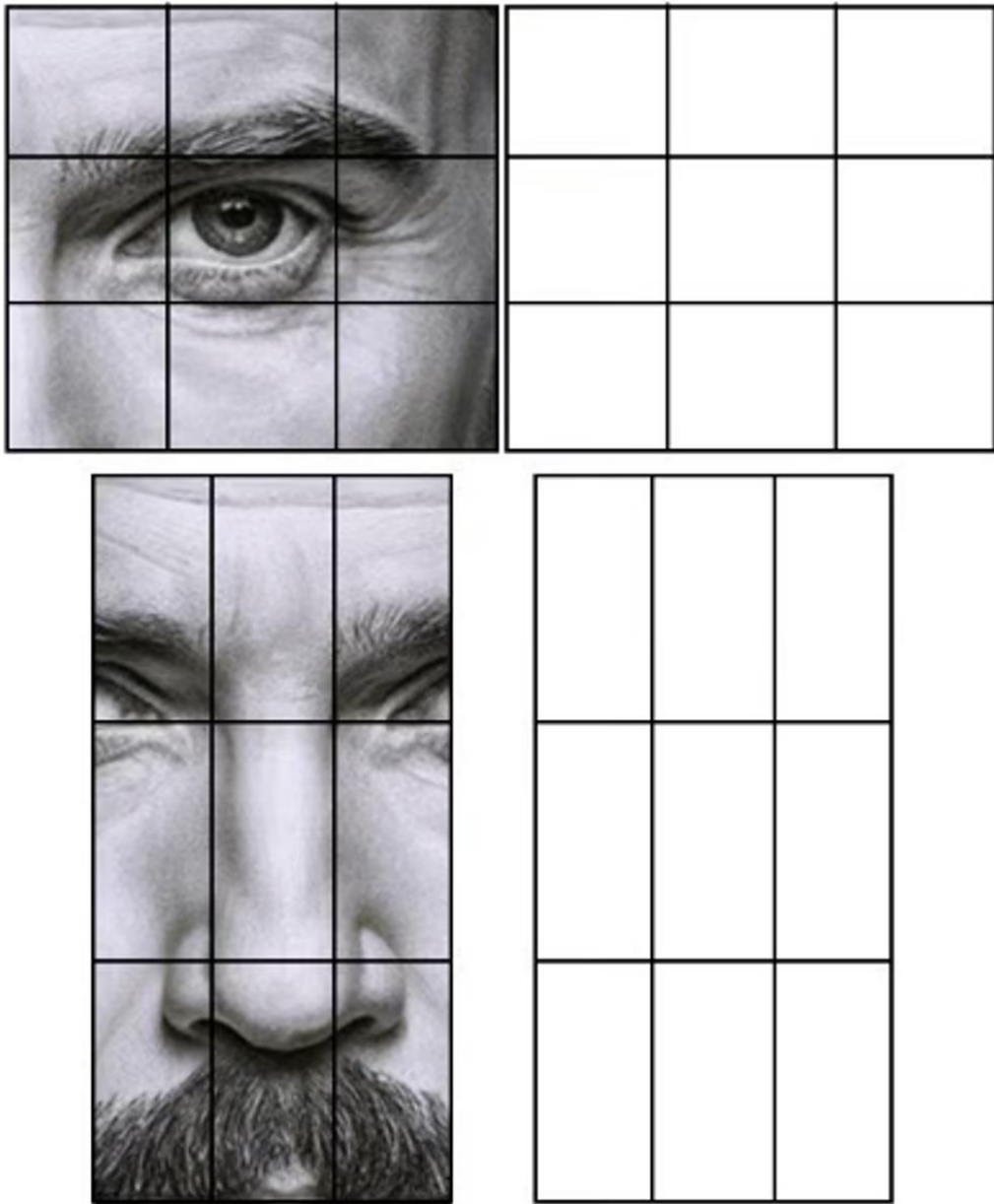
2. \_\_\_\_\_ Creates expressive ink drawings on vintage book pages.

3. \_\_\_\_\_ Creates semi-abstract mixed-media faces with texture and humour.

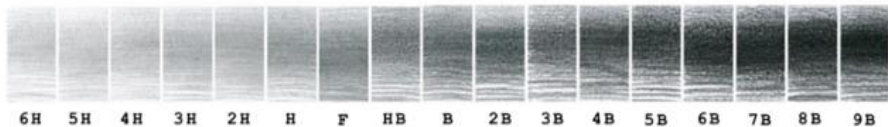


# Art Homework 3

Create a tonal drawing using the grid method. Use a normal pencil, if you have a range of different valued pencils all the better! This will help you improve your observational drawing, proportion, tone, and shading skills.



## Graphite Pencils Tonal Scale



### LETTERS

- ✓ H = Hard
- ✓ B = Black
- ✓ F = Fine Point
- ✓ HB = Hard Black

### NUMBERS

- ✓ The higher the H number, the lighter the shade
- ✓ The higher the B number, the darker the shade

### BENEFITS OF H AND B

- ✓ H pencils have a larger ratio of clay binder, making the leads harder and the mark lighter. They hold a sharp point and are great for detail work.
- ✓ B pencils have a larger ratio of graphite, making them softer and darker as they deposit more pigment on the paper. Softer pencils dull faster and require frequent sharpening. They are great for shading and achieving deeper values.

## Art Homework 4

### Multiple Choice

1. A monoprint creates:

- a) Hundreds of copies
- b) Two copies
- c) A single unique image
- d) A digital image

Which material can be used for collage?

- a) Book pages
- b) Newspapers
- c) Magazines
- d) All of the above

Which of these should you NOT do?

- a) Peel the paper away carefully
- b) Move the paper around once placed down
- c) Use different pressures when drawing
- d) Experiment with textures

Which technique creates shading and depth?

- a) Cropping
- b) Layering
- c) Tone
- d) Research

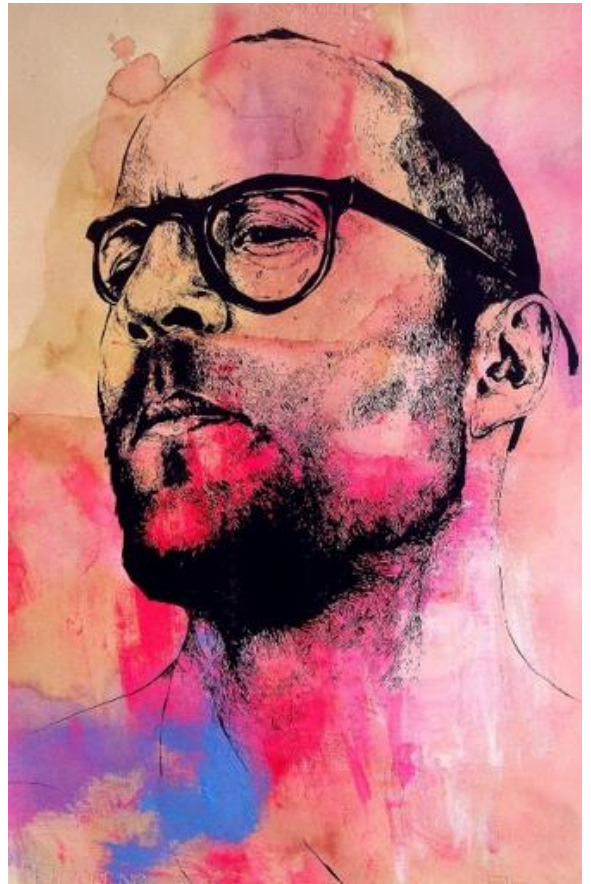
What does collage add to a monoprint?

- a) Texture
- b) Colour
- c) Text
- d) All of the above

### True or False

1. A monoprint produces identical copies every time. \_\_\_\_
2. Cross-hatching can be used to create texture. \_\_\_\_
3. Magazines can be used in collage. \_\_\_\_
4. The paper should be moved around while drawing. \_\_\_\_
5. Layering collage can create a mixed-media effect. \_\_\_\_

/10



# English: Y9 Term 1





## Keywords and Definitions

| A. Tier 2 Vocab       |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| Word                  | Definition                                                                           |
| 1. Façade             | A deceptive outward appearance or image a person shows to others.                    |
| 2. Misogyny           | Hatred or contempt for women.                                                        |
| 3. Promiscuous        | Having many sexual partners, often judged as unfaithful or immoral.                  |
| 4. Idealism           | The unrealistic belief in or pursuit of perfection or noble goals.                   |
| 5. Hierarchy          | A system where people are ranked by status, power, or authority.                     |
| 6. Cynical            | Believing that people are motivated by self-interest; distrustful.                   |
| 7. Itinerant          | Moving from place to place, especially for work or a temporary stay.                 |
| 8. Marginalised       | Treated as insignificant or pushed to the edges of society.                          |
| B. Tier 3 Vocab       |                                                                                      |
| Word                  | Definition                                                                           |
| 1. Microcosm          | A small representation of a larger system or society.                                |
| 2. Zoomorphism        | Using animal imagery to describe people or things.                                   |
| 3. Foreshadow         | To use an early detail in a narrative to hint at a future event.                     |
| 4. Circular structure | When a story ends where it began, often symbolically.                                |
| 5. Symbolism          | Using symbols (objects, colours, settings) to represent ideas or emotions.           |
| 6. Symbiotic          | A relationship between two different things/ creatures that benefit from each other. |

## Knowledge

| C. Context                  |                                                                                                                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. John Steinbeck           | American novelist. Winner of the Nobel Prize for Literature.                                                                                                                                                                                                                                      |
| 4. Setting                  | Soledad, California, USA. ( <i>Soledad</i> means <i>loneliness</i> in Spanish.)                                                                                                                                                                                                                   |
| 5. Novella                  | A short novel.                                                                                                                                                                                                                                                                                    |
| 6. The American Dream       | The belief that equality of opportunity is available to any American, allowing the highest aspirations and goals to be achieved just by hard work.                                                                                                                                                |
| 7. The Great Depression     | 1929-1939 – the worst economic downturn in the history of the industrialized world.                                                                                                                                                                                                               |
| 9. Jim Crow Laws            | The name of the racial caste system which operated mainly, but not only, in southern and border states, between 1877 and the mid-1960s.                                                                                                                                                           |
| D. Key themes               |                                                                                                                                                                                                                                                                                                   |
| 1. Marginalisation          | Members of society are treated unjustly because they are weaker, do not fit in, or cannot support themselves. (e.g. Crooks: "They play cards in there, but I can't play because I'm black.")                                                                                                      |
| 2. Loneliness and isolation | Many characters are isolated, e.g. as itinerant workers (during the Great Depression, people had to put looking work and wages above community or belonging or alternatively because of race or gender (e.g. Curley's Wife: "What's the matter with me? Ain't I got a right to talk to nobody?")) |
| 3. Companionship            | The novella explores the need for companionship and the tragedy of loneliness. (e.g. George and Lennie: "With us it ain't like that. We got a future. We got somebody to talk to that gives a damn about us.")                                                                                    |
| 4. Fate                     | Steinbeck explores the tension between the inevitability of fate and the fragility of human dreams. (e.g. George: "I think I <u>kn</u> owed from the very first. He <u>u</u> sta jus' come along, an' grab a pup an' squeeze it to death.")                                                       |
| 5. Social responsibility    | A responsibility shared by every individual within a society. A collective value system where everyone looks out for everyone. (e.g. Lennie: "I got you to look after me, and you got me to look after you.")                                                                                     |
| 6. Misogyny                 | A dislike of, contempt for, or ingrained prejudice against women. (e.g. Candy: "You ain't no good now you lousy tart.")                                                                                                                                                                           |

# Year 9 Homework Booklet: Term 1

These homeworks will be set each week.

Your individual class teachers will let you know the deadlines for your own class.

Please complete the homework in this booklet by the deadline set and tick off the homeworks you have completed.

If you type your homework, it is YOUR responsibility to print it and glue it into your booklet carefully on a piece of *unfolded* paper *before the deadline*.

Thank you.

- ☐ Homework 1: Descriptive Writing (Desert) Sept. 7<sup>th</sup>-13<sup>th</sup>
- ☐ Homework 2: KO Organiser Activity 1– Sept. 14<sup>th</sup>-20<sup>th</sup>
- ☐ Homework 3: Opinion Writing (Workers' Rights) – Sept. 21<sup>st</sup>-27<sup>th</sup>
- ☐ Homework 4: KO Organiser Activity 2 – Sept. 28<sup>th</sup>-Oct. 4<sup>th</sup>
- ☐ Homework 5: Analytical Writing (How is Lennie presented in *Of Mice and Men*?) – Oct. 5<sup>th</sup>-11<sup>th</sup>
- ☐ Homework 6: KO Organiser Activity 3 – Oct. 12<sup>th</sup>-18<sup>th</sup>
- ☐ Homework 7: Comprehension – Oct. 19<sup>th</sup>-25<sup>th</sup>

## Half-Term

- ☐ Homework 8: KO Organiser Activity 4 – Nov. 2<sup>nd</sup>-8<sup>th</sup>
- ☐ Homework 9: Descriptive Writing (Describing A Character) – Nov. 9<sup>th</sup>-15<sup>th</sup>
- ☐ Homework 10: KO Organiser Activity 5 – Nov. 16<sup>th</sup>-22<sup>nd</sup>
- ☐ Homework 11: Opinion Writing (Persuasive Speech on an Emotive Subject) – Nov. 23<sup>rd</sup>-29<sup>th</sup>
- ☐ Homework 12: KO Organiser Activity 6 – Nov.30<sup>th</sup>-Dec. 6<sup>th</sup>
- ☐ Homework 13: Analytical Writing (How The Writer Creates Atmosphere) – Dec. 7<sup>th</sup>-13<sup>th</sup>
- ☐ Homework 14: KO Organiser Activity 7 – Dec.14<sup>th</sup>-20<sup>th</sup> (to be checked after Xmas)



# TOP TIPS

- ★ Complete your homework in **your homework booklet by the deadline.**
- ★ Take pride in your work and write **neatly.**
- ★ Label your writing clearly with a **title** and **date.**
- ★ **Underline** titles and dates.
- ★ Where there is one, **use the example** to help you.
- ★ Try to **include as many items as possible from the checklist** (if there is one.)
- ★ Use the **structure** guidance to help you organize your ideas.
- ★ Check carefully for **accuracy** of your **spelling, punctuation and grammar.**
- ★ Use **paragraphs** for writing tasks.
- ★ **Answer comprehension tasks in full sentences.**
- ★ **Number your answers in comprehension tasks.**



# DESCRIBING AN DESERT LANDSCAPE

## CHALLENGE INSTRUCTIONS

Write a description of an desert landscape, using the picture as inspiration.

Write approximately 200-300 words. Spend about 20-30 minutes on this homework.



## EXAMPLE:

### DESCRIPTION OF A DESERT LANDSCAPE

The desert stretches endlessly, a wilderness where the sun blazes **like an eye of flames**. Waves of sand **ripple** across the horizon, **sculpted** by relentless winds into **graceful** dunes that **shift** and **shimmer** with each passing hour. **Sparse** vegetation **clings** stubbornly to life—tufts of sagebrush, **spiny** cacti, and **wiry** grasses casting long, **delicate** shadows in the fading light. The air is dry and **heavy** with silence, **broken** only by the **whisper** of the wind or the distant cry of a hawk **circling** above.

In the distance, **as dusk falls**, the heat **releases its grip**, and the desert transforms—colours deepen to **burnt orange** and **violet**, and the first stars **pierce** the cooling sky. In this **stark, untamed** landscape, beauty lies in simplicity and endurance: a world where every grain of sand seems to hold the memory of time itself, and which is both harsh and fragile. As the sun sets behind it, the silhouette of a low, **craggy** mountain range appears **like a serrated knife** against the vast, unbroken sky.

## CHECKLIST

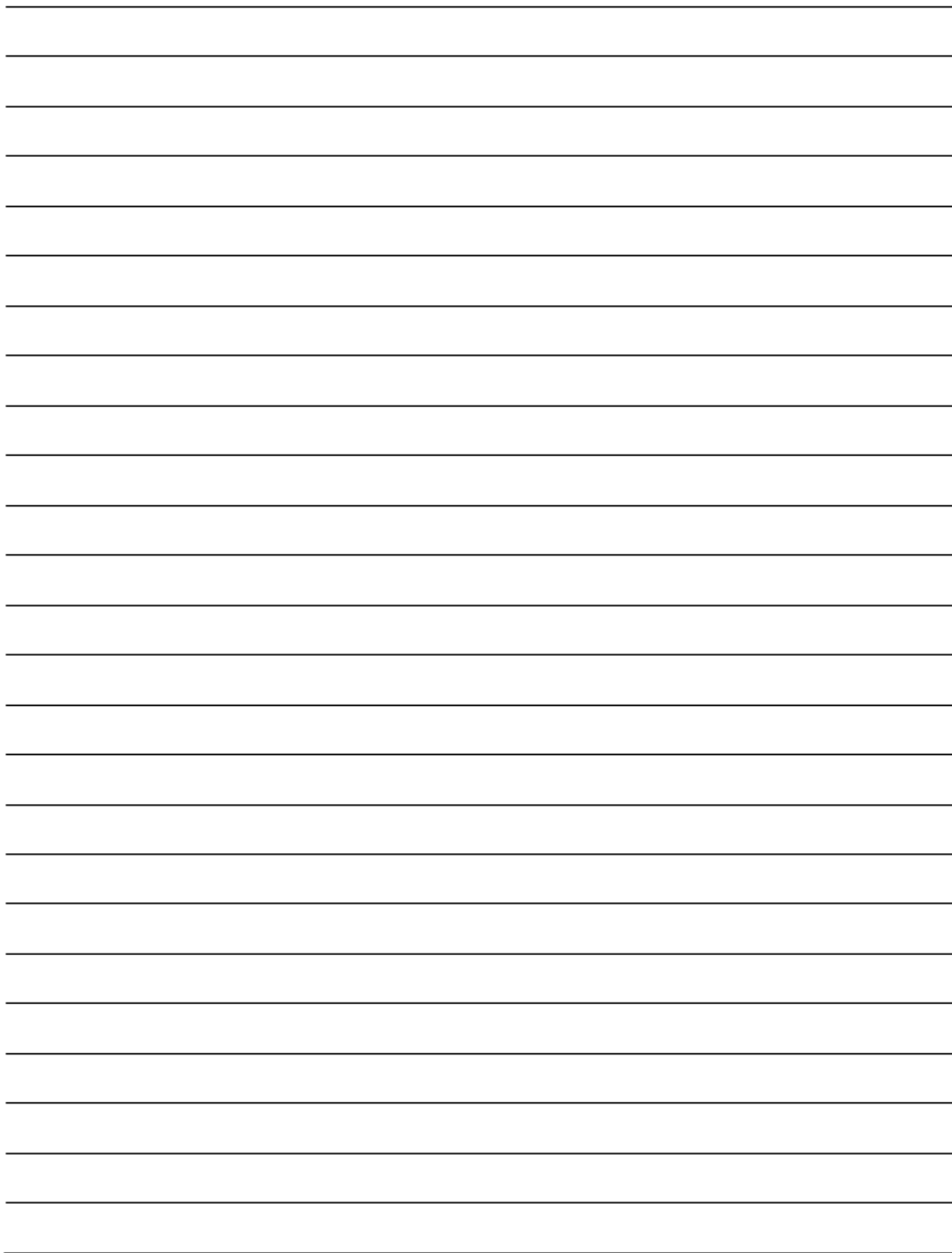
- **Metaphors**
- **Similes**
- **Personification**
- **Powerful adjectives**
- **An embedded clause or phrase**
- **Powerful verbs**

## STRUCTURE

- 2 paragraphs
- Paragraph 1: describe the sky, landscape and horizon
- Paragraph 2: begin with 'In the distance...' and then go on to give a wider view of the scene
- Combine descriptions of sights, sounds and temperature in each paragraph

## TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.



Complete the table below. (definition = what a word means)

| Vocabulary:<br>Tier 2 | Draw an image. | Write a definition in your own words. | Write a sentence including the word. |
|-----------------------|----------------|---------------------------------------|--------------------------------------|
| <b>Facade</b>         |                |                                       |                                      |
| <b>Misogyny</b>       |                |                                       |                                      |
| <b>Promiscuous</b>    |                |                                       |                                      |
| <b>Idealism</b>       |                |                                       |                                      |
| <b>Hierarchy</b>      |                |                                       |                                      |
| <b>Itinerant</b>      |                |                                       |                                      |
| <b>Marginalised</b>   |                |                                       |                                      |

# HOMEWORK CHALLENGE 3

## PERSUASIVE WRITING: WORKERS' RIGHTS

### CHALLENGE INSTRUCTIONS

Write a persuasive paragraph arguing for workers to have more rights and better conditions. You might link to *Of Mice and Men* by making an argument about migrant workers, or you can write about a completely different type of work.

Write approximately 200-300 words. Spend about 20-30 minutes on this homework.



### EXAMPLE: BETTER CONDITIONS FOR 1930S MIGRANT WORKERS IN THE US

Do you know how many hours I toiled in the fields yesterday? Ten? Twelve? Try sixteen hours beneath the scorching Californian sun, bent double over rows of cotton until my back screamed and my hands bled. And for what? A handful of coins, barely enough to buy bread, let alone shelter. They call this the land of opportunity, but all migrant workers experience is hunger, homelessness and hopelessness. We need better conditions: fair pay, proper housing, and simple dignity. Without these, we are not men and women at all, but shadows of ourselves.

Do you still remember the day my youngest child collapsed in the orchard, his lips cracked and his skin blazing with fever? We had no doctor, no medicine, no money—I lived with the terror that he would not survive the night. How many more workers must suffer before someone listens? How many more mothers must beg for scraps, or fathers must fight for work that pays in pennies?

#### CHECKLIST

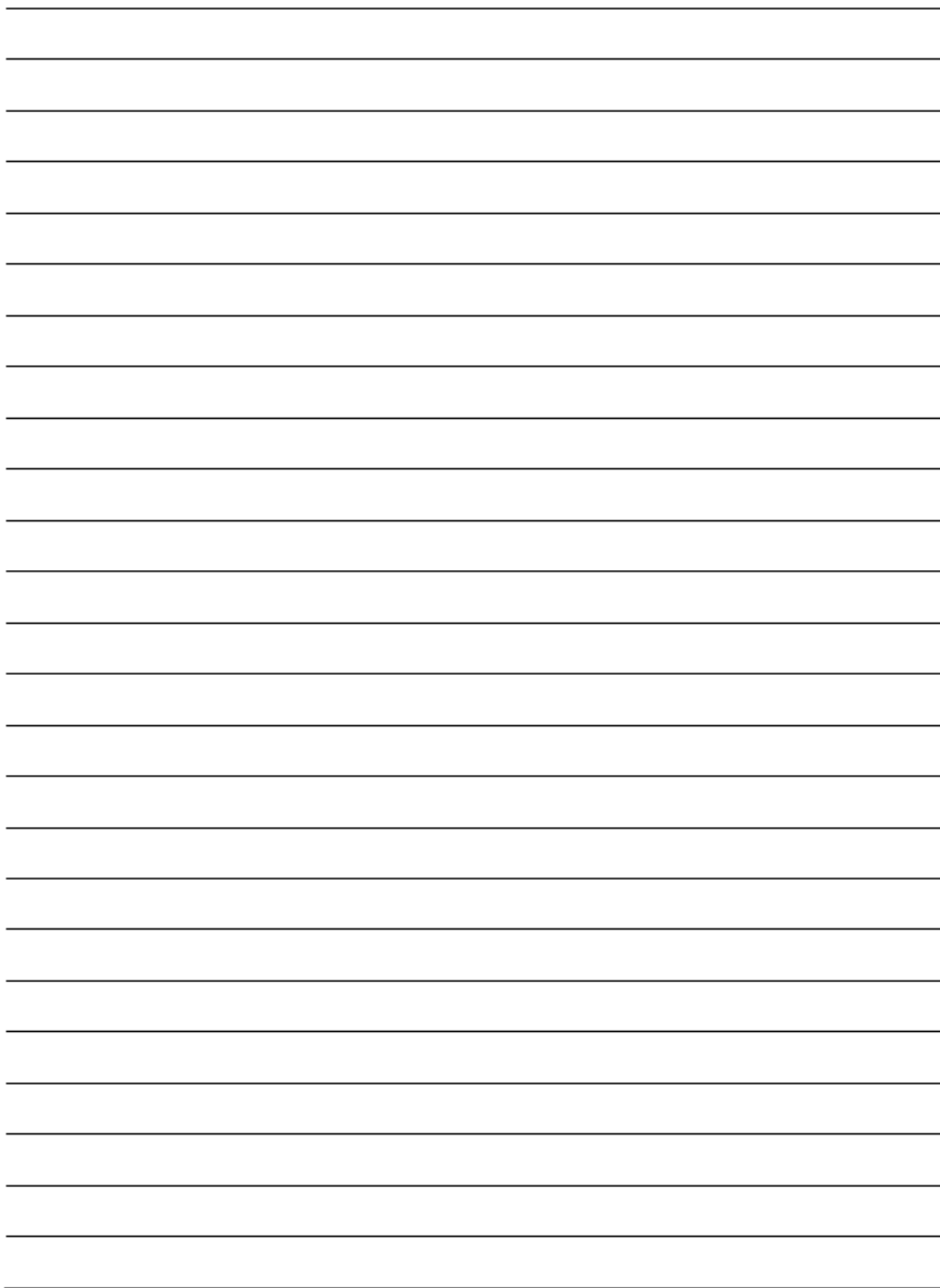
- ☐ Rhetorical questions
- ☐ Hyperbole (exaggeration to make a point)
- ☐ Alliteration
- ☐ List of three
- ☐ List of three introduced with a colon (:)
- ☐ Repetition

#### STRUCTURE

- Grab the reader's attention
- Clearly state your argument
- Use an anecdote (a personal story) to engage the reader

#### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



Complete the table below. (definition = what a word means)

| Vocabulary:<br>Tier 3 | Draw an image. | Write a definition in your own words. | Write a sentence including the word. |
|-----------------------|----------------|---------------------------------------|--------------------------------------|
| Microcosm             |                |                                       |                                      |
| Zoomorphism           |                |                                       |                                      |
| Foreshadow            |                |                                       |                                      |
| Circular structure    |                |                                       |                                      |
| Symbolism             |                |                                       |                                      |
| Symbiotic             |                |                                       |                                      |

# HOMWORK CHALLENGE 5

## WHW PARAGRAPH – HOW IS LENNIE PRESENTED IN ‘OF MICE AND MEN’?

### CHALLENGE INSTRUCTIONS

Use the quote below to help you answer the question.

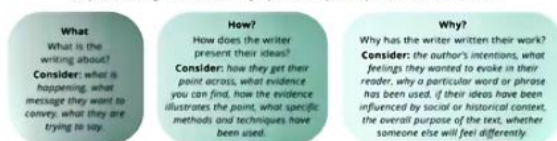
Then use the quote to write a WHAT/HOW/WHY paragraph explaining how ambition is presented.

Write approximately 200-300 words. Spend about 20-30 minutes on this homework

‘George heard Lennie’s whimpering cry...Lennie’s lip quivered and tears started in his eyes...Lennie sat down on the ground and hung his head dejectedly. ‘I don’t know where there is no other mouse. I remember a lady used to give ‘em to me – every one she got...’ Lennie looked sadly up... He said apologetically, ‘I’d pet ‘em... they bit my fingers and I pinched their heads a little – and then they was dead.’

### The What, How, Why Approach

The What, How, Why approach is an alternative to using PEE (Point, Evidence, Explanation) when analysing a quote or extract. Rather than being a rigid structure like PEE, WHW is a way of thinking before even beginning writing. The exam boards say that this ensures students are addressing each assessment objective. As you are reading a text, before writing any sort of analysis, ask yourself these three questions:



### EXAMPLE:

### WHW PARAGRAPH

Lennie is presented as George’s opposite and as following after him as they walk. For example, we are told he is a ‘huge man, shapeless of face, with large, pale eyes’, ‘with sloping shoulders’ and ‘dragging his feet ... the way a bear drags his paws.’ Here, the noun phrase ‘huge man’ emphasizes his great size, which could be seen as presenting him as an intimidating character, while the adjectives ‘shapeless’ and ‘pale’, used to describe his facial features, give the impression that he perhaps looks dim-witted or lacking in personality and character. In addition, the animal imagery of ‘bear’ and ‘paws’ adds to the idea that he is not just large, but strong too, perhaps even dangerous if threatened. Elsewhere, however, the use of the image of Lennie following George shows he is perhaps child-like and in need of guidance. The writer’s intention, therefore, might be to convey that Lennie is physically ‘huge’ but is emotionally and mentally under-developed, foreshadowing that this combination will play a major part in the development of the narrative.

### CHECKLIST

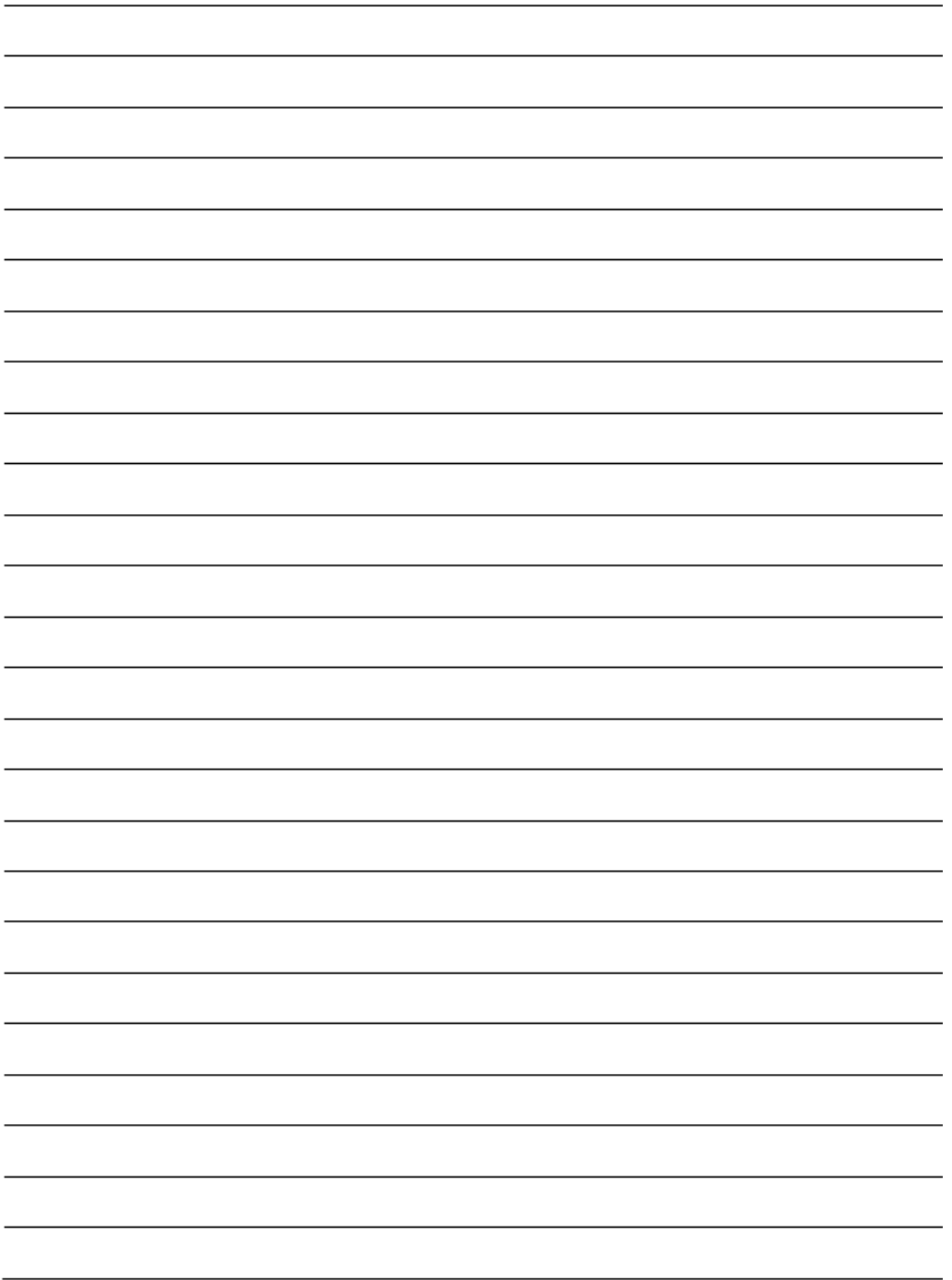
- Start with a main idea about WHAT we are shown about Lennie (topic sentence)
- A quote as evidence of WHAT we learn, linked with ‘For example...’
- HOW your quote shows at least two things (preferably more) about Lennie, zooming in on key words/language and explaining what they show/HOW they show it
- Explain the writer’s intention and WHY your quote is important to the novel’s presentation of Lennie
- Key words, including from the KO

### STRUCTURE

- 1 paragraph
- Use the What/How/Why structure
- Use the following sentence starters if it helps:
  - Lennie is presented as... (2 ideas)
  - For, we are told...
  - Here, the [1<sup>st</sup> feature and example]...
  - In addition, the [2<sup>nd</sup> feature and example]...
  - Elsewhere, [3<sup>rd</sup> feature and example]... (optional)
  - The writer’s intention, therefore, might be to...

### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar



### Yr.9 Knowledge Organiser Activity 3: Term 1

Write down 6 facts about the context of the novella using the Knowledge Organiser

Extension: research one or more of the items in the context section and add 3 further facts to your list

| Fact about the context              | Answer |
|-------------------------------------|--------|
| Fact 1 from the Knowledge Organiser |        |
| Fact 2 from the Knowledge Organiser |        |
| Fact 3 from the Knowledge Organiser |        |
| Fact 4 from the Knowledge Organiser |        |
| Fact 5 from the Knowledge Organiser |        |
| Fact 6 from the Knowledge Organiser |        |
| Extension Research:<br>Fact 1       |        |
| Extension Research:<br>Fact 2       |        |
| Extension Research:<br>Fact 3       |        |

## **HOMEWORK CHALLENGE 7: COMPREHENSION**

**Spend about 25-30 minutes on this homework**

1. **Prediction:** Read the title and first paragraph only. What do you think might happen in this short story, based just on these 2 sections. Write down a least 1 idea.

### **The Farm at Dusk**

The two boys walked slowly along the dusty track, their bags hanging heavily from their shoulders. Behind them, the town had disappeared into the evening haze. Ahead lay the farm where they hoped to find work.

Eli walked several steps behind Sam. He was taller and stronger, but he moved with an uncertain awkwardness, as though the world around him were something he did not quite understand. Every few minutes, he looked towards Sam, waiting for reassurance.

"You'll be all right," Sam said without turning around. "We'll keep together."

Eli nodded. He had heard those words before, but they still made him feel safer.

At the top of the hill, they stopped. Below them, the farm stretched across the valley. A few lights glowed from the workers' cabins, while the farmhouse stood proudly in the centre of the fields.

"That's where we'll be working," Sam said. "Just imagine it. If we save enough, one day we could have a place of our own."

Eli smiled. "A little house?"

"A little house. A garden. Maybe some chickens."

"And no boss telling us what to do?"

Sam laughed. "No boss."

For a moment, the two friends stood silently, looking down at the farm. Their dream seemed almost close enough to touch.

Then a shout came from below.

A man was standing beside the barn, watching them. Even from a distance, his expression looked hard.

"You two! Get down here!"

Sam's smile disappeared. He glanced at Eli.

"Stay close to me," he whispered.

They began walking down the hill.

As they approached the farm, Sam noticed the other workers watching them. Some stared openly. Others quickly looked away. Eli lowered his head.

Sam placed a hand on his friend's shoulder.

"Don't worry," he said.

But this time, his voice sounded less certain.

The lights of the farmhouse grew brighter as darkness settled over the valley. Their dream of freedom still existed, but suddenly it seemed much further away.

2. **Comprehension Questions:** Read the whole story and answer as many questions as you can. You should answer in full sentences.

**Summary (Finding Facts)**

- a) Where are Sam and Eli going?
- b) What do Sam and Eli hope to achieve in the future?
- c) Give two details about the place they dream of having.
- d) What do the other workers do when Sam and Eli approach the farm?

**Inference — Reading Between the Lines**

Think carefully about what the writer suggests rather than simply what the passage tells you. Try to refer to at least one detail from the passage in each of your answers to back up your response.

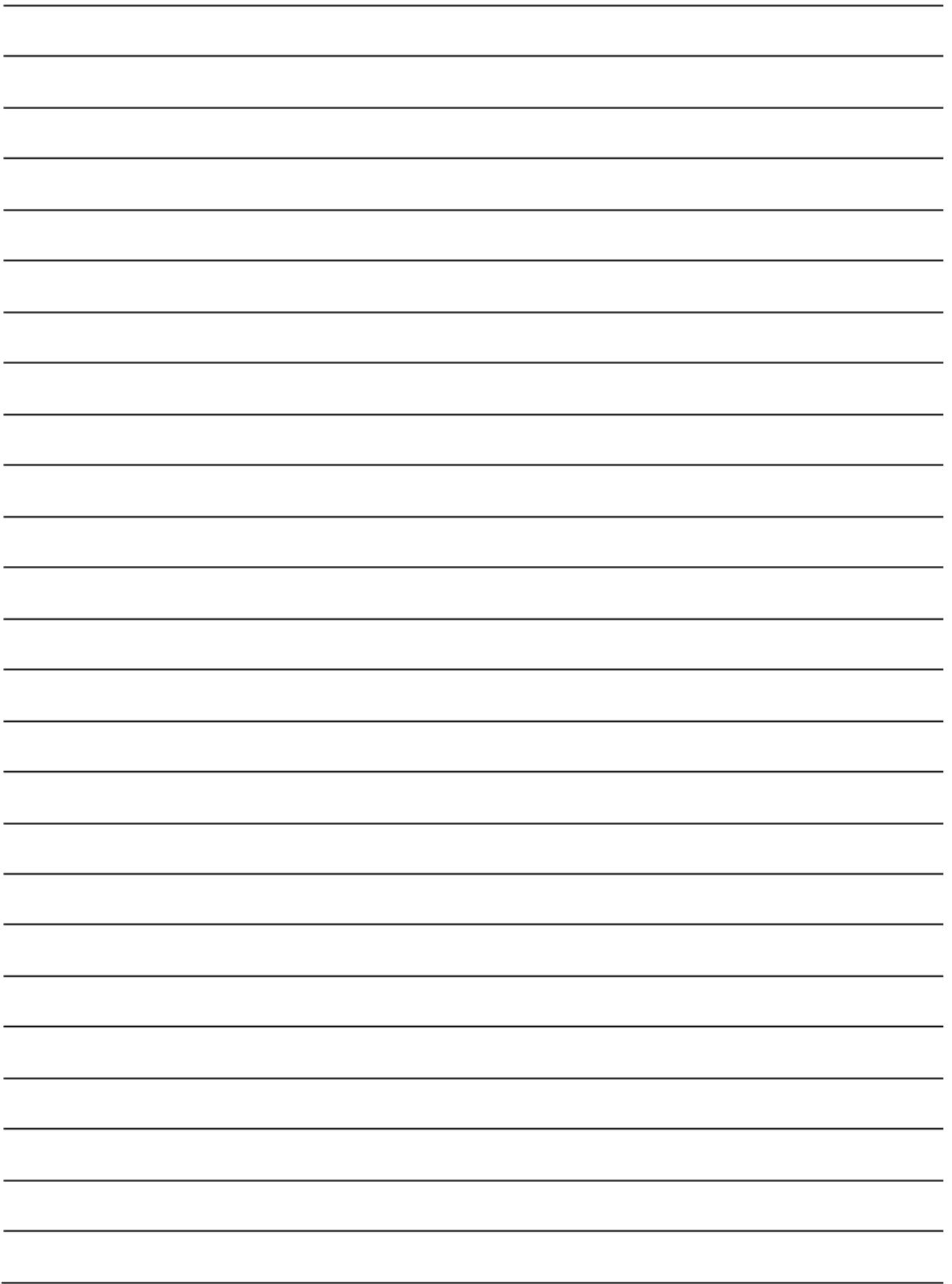
- e) What does Eli’s behaviour suggest about his relationship with Sam?
- f) Why might Eli “lower his head” when the other workers look at him?
- g) How does the passage suggest that Sam and Eli are vulnerable?

**Analysis — Language and Meaning**

Explore the writer’s choices. Think about individual words, images and their effects.

- h) Why might the writer describe the dream as ‘almost close enough to touch’?
- i) The writer says that the farmhouse “stood proudly in the centre of the fields.” What impression does this create of the farmhouse?
- j) How does the writer use light and darkness to reflect the characters’ feelings?





# Yr.9 Knowledge Organiser Activity 4: Term 1

Complete the table below using the Knowledge Organiser

Extension: use your own research or reading of the novel to add 3 further characters/quotes/evidence to your table

| <u>Theme: Marginalisation</u>                     | <u>Theme: Loneliness</u>                     | <u>Theme: Companionship</u>                                 |
|---------------------------------------------------|----------------------------------------------|-------------------------------------------------------------|
| <u>Characters who experience marginalisation:</u> | <u>Characters who experience loneliness:</u> | <u>Characters who show the importance of companionship:</u> |
| <u>Key quotes or evidence of marginalisation:</u> | <u>Key quotes or evidence of loneliness:</u> | <u>Key quotes or evidence of companionship:</u>             |

# HOMEWORK CHALLENGE 9

## DESCRIBING A CHARACTER

### CHALLENGE INSTRUCTIONS

Write a description of a character, using the picture as inspiration.

Write approximately 200-300 words. Spend about 20-30 minutes on this homework.

### EXAMPLE:



### DESCRIPTION OF A CHARACTER

The old man watches the removals van leave the street with tenderness. At over seventy now, this has been his home for more than thirty-five years, and he cannot prevent himself from drinking in every detail as desperately as a parched desert traveller. He watches tight-lipped as furniture and boxes are carried down the drive; he frowns as furniture and boxes are carried up the ramp; he closes his eyes as, finally, furniture and boxes are shut inside, the ramp closing. He is dressed in a long, thick winter coat of heavy, grey wool that hangs below his knees. A waterfall of long, thick hair, which cascades in waves down over forehead, ears and neck, surrounds a face as tough and lined as a piece of old wood and yet as dignified as a prince. For another minute, he stands and watches, face fixed, then slowly turns and hauls himself into his car to take the same route as the van.

### CHECKLIST

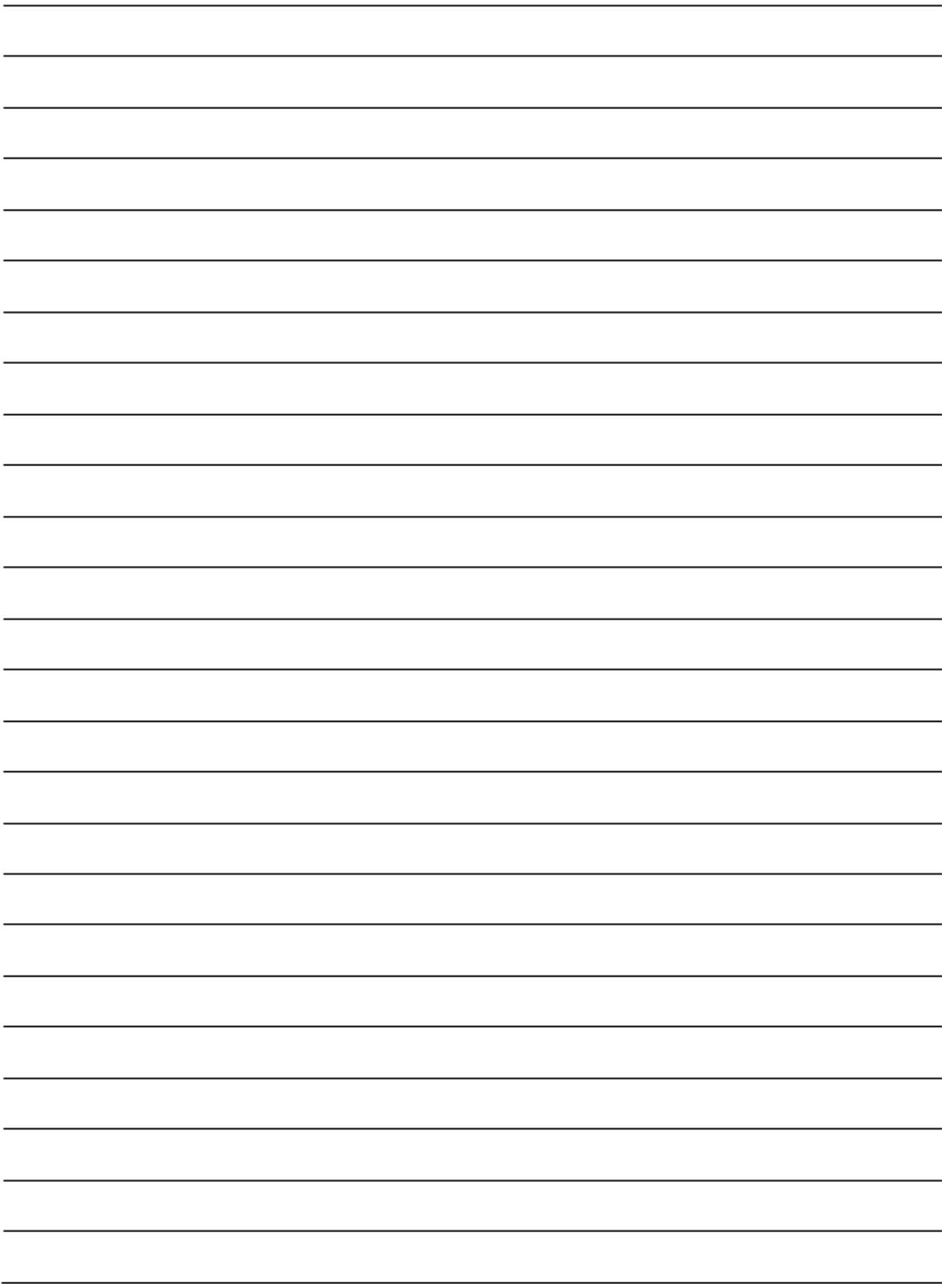
- Metaphors
- Similes
- Powerful adjectives
- An embedded clause or phrase
- Powerful verbs
- Subordinating conjunctions to build complex sentences (joining words APART FROM 'and'/'or'/'but')
- Age marker

### STRUCTURE

- To start, describe the character's reaction to a scene/event
- Use an age marker with commas followed up by comparison (a simile or metaphor)
- Add at least one detail about clothing including colour imagery
- Use a complex sentence to describe the hair and face
- Describe the eyes using an embedded clause and simile
- Describe the character's movements to end

### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar



Yr.9 Knowledge Organiser Activity 5: Term 1

Complete the table below using the Knowledge Organiser

Extension: use your own research or reading of the novel to add 3 further characters/quotes/evidence to your table

| <u>Theme: Fate</u>                                  | <u>Theme: Social Responsibility</u>                                                          | <u>Theme: Misogyny</u>                     |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------|
| <u>Characters who show the influence of fate:</u>   | <u>Characters who show evidence of (or a lack of) social responsibility:</u>                 | <u>Characters who show misogyny:</u>       |
| <u>Key quotes or evidence of the theme of fate:</u> | <u>Key quotes or evidence of social responsibility (or a lack of social responsibility):</u> | <u>Key quotes or evidence of misogyny:</u> |

# HOMEWORK CHALLENGE 11

## WRITING A 2-3 PARAGRAPH PERSUASIVE SPEECH ABOUT AN EMOTIVE SUBJECT

### CHALLENGE INSTRUCTIONS

Write a 2-3 paragraph persuasive speech, arguing your opinion about an emotive subject (emotive = something that your audience will have strong feelings about)

Write approximately 200-300 words. Spend about 20-30 minutes on this homework.



### EXAMPLE: PERSUASIVE SPEECH ABOUT AN EMOTIVE SUBJECT

Good afternoon, my fellow students. I'm here today to **plead** for your help in bringing an end to the **suffering** and **persecution** of **defenceless** animals.

Now, you might think I'm going to talk about **abandoned** kittens or hunted foxes – but no: the animals I mean are the ones we keep in zoos. **Supposedly they are 'being looked after', 'being cared for'.** **But the fact is, they are being abused.** Appalling food, appalling living spaces, appalling treatment – their whole existence in these prisons is appalling. And they **do to deserve it**. They are **innocent** creatures, **beautiful** creatures, who **should be free** – to live their own lives, to exist in wild where they belong, not just left to rot in cages.

Some people say that zoos help protect animals and even help educate people about endangered wildlife. **But at what cost?** Last time I visited a zoo, I remember seeing a beautiful cheetah curled into a tiny ball the corner of a cage, **shaking, starving** because it was too **frightened** even to eat and so **distressed** it had entirely chewed away patches of fur until it was almost bald. **The truth is, this was not about protection or education but to increase the zoo owners' profits by attracting visitors who want to see exotic animals.** We **have to** stop this now. **Write to your MP and demand the banning of these torture chambers today.**

### CHECKLIST

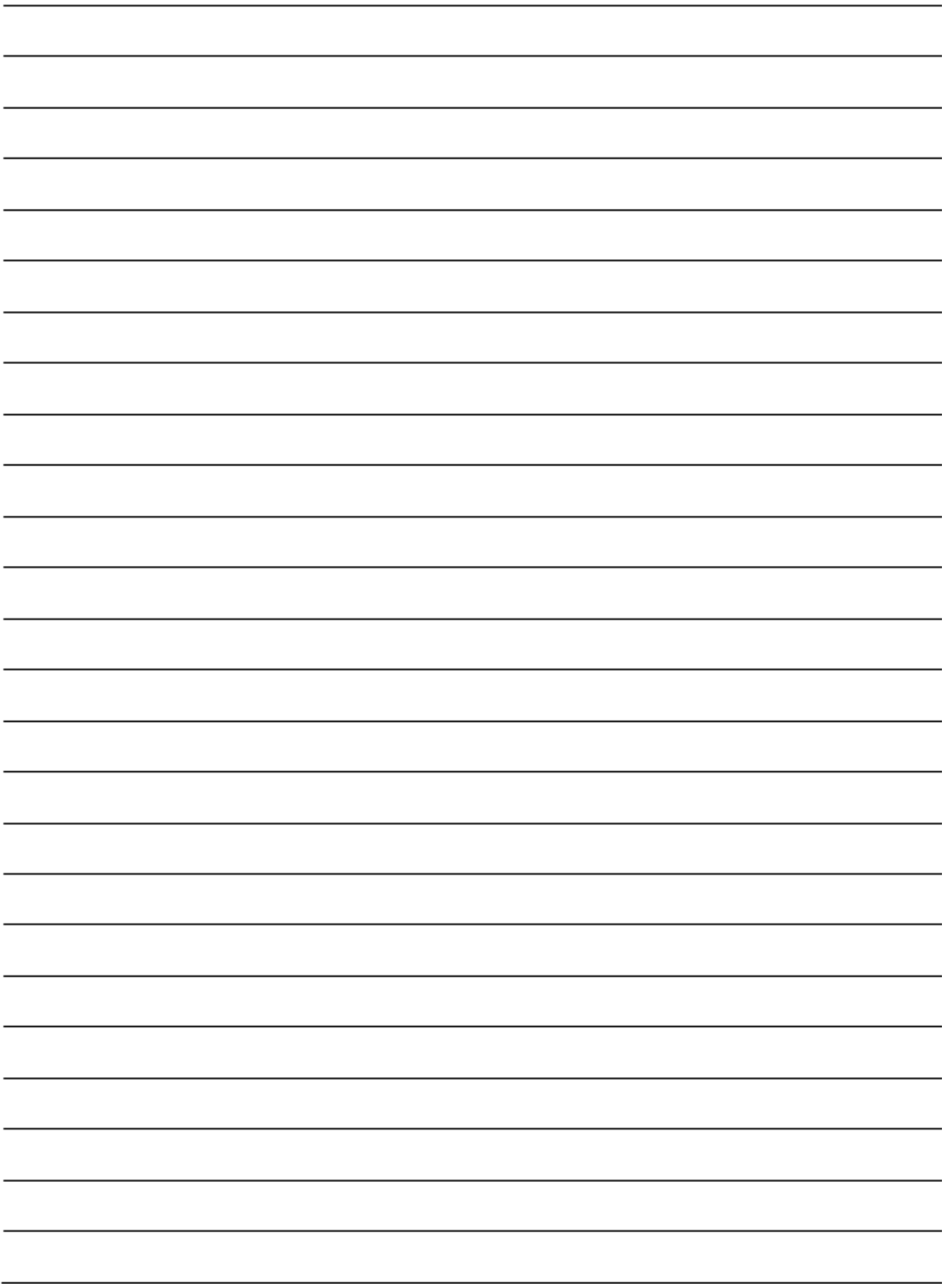
- **Emotive language and/or exaggeration**
- **A rhetorical question**
- **A command**
- **An anecdote/personal experience as an example of why you feel the way you do**
- **A counter-argument/antithesis (what your opponents might claim)**
- **A reason why your opponents are wrong**

### STRUCTURE

- **Begin by greeting your audience**
- **Paragraph 1: start with an introduction to your viewpoint and an idea/argument to back it up**
- **Paragraphs 2 and 3: more ideas/arguments to back up your opinion**
- **End by urging your audience to take action**

### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



## Yr.9 Knowledge Organiser Activity 6: Term 1

### Complete the table below using the Knowledge Organiser

1. The politician maintained a friendly \_\_\_\_\_ in public, but privately he was much less approachable.
2. The novella explores how \_\_\_\_\_ can affect women's opportunities and treatment in society.
3. The young activist was driven by \_\_\_\_\_ and believed that society could be changed for the better.
4. The company has a strict \_\_\_\_\_ with the director at the top and several levels of management below.
5. Because of their \_\_\_\_\_ lifestyle, the family moved from town to town rather than living in one permanent home.
6. The report focuses on the experiences of \_\_\_\_\_ communities whose voices are often ignored in society.
7. The character was unfairly described as \_\_\_\_\_ simply because of the way she dressed and socialised.
8. The small village acts as a \_\_\_\_\_ of wider society, reflecting many of the conflicts and relationships found in the country as a whole.
9. The author uses \_\_\_\_\_ by giving the animal character human qualities while emphasising its animal features.
10. The dark storm at the beginning of the novel may \_\_\_\_\_ the tragic events that occur later in the story.
11. The novel uses a \_\_\_\_\_ beginning and ending in the same location to suggest that the characters have not truly escaped their past.
12. The repeated image of a broken mirror is an example of \_\_\_\_\_, representing the character's fractured sense of identity.
13. The relationship between the two characters is \_\_\_\_\_ because they depend on and benefit from one another.

# HOMWORK CHALLENGE 13

## WHW PARAGRAPH – HOW DOES THE WRITER CREATE A PEACEFUL ATMOSPHERE IN THE EXTRACT?

### CHALLENGE INSTRUCTIONS

Use the quote below to help you answer the question.

Then use the quote to write a WHAT/HOW/WHY paragraph explaining how ambition is presented.

Write approximately 200-300 words. Spend about 20-30 minutes on this homework

Beneath the branches of the sycamores, cool, deep pools of shadow protected the forest floor from the fierce mid-summer sun above. Now and then, a soft breeze stirred the branches, so that no more than a pale, dappled light washed across the bluebells, ferns and mosses that carpeted the ground between the trunks. The occasional rustling of the leaves – as calm and soothing as the lapping of a c – was all that could be heard.

### The What, How, Why Approach

The What, How, Why approach is an alternative to using PEE (Point, Evidence, Explanation) when analysing a quote or extract. Rather than being a rigid structure like PEE, WHW is a way of thinking before even beginning writing. The exam boards say that this ensures students are addressing each assessment objective. As you are reading a text, before writing any sort of analysis, ask yourself these three questions:

#### What

What is the writing about?  
Consider: what is happening; what message they want to convey; what they are trying to say.

#### How?

How does the writer present their ideas?  
Consider: how they get their point across; what evidence you can find; how the evidence illustrates the point; what specific methods and techniques have been used.

#### Why?

Why has the writer written their work?  
Consider: the author's intentions; what feelings they wanted to evoke in their reader; why a particular word or phrase has been used; if their ideas have been influenced by social or historical context; the overall purpose of the text; whether someone else will feel differently.

### EXAMPLE:

### WHW PARAGRAPH

The writer creates a setting that is filled with a sense of peace and tranquility. For example, we are told that the sky is 'sapphire blue' and that 'the branches of the trees are filled with liquid birdsong.' Here, the use of the adjective 'sapphire blue' creates a jewel-like image of the sky, with the colour symbolism of the blue suggesting a rich, warm atmosphere. In addition, the use of the metaphor 'liquid' to describe the birdsong creates the impression of soothing sounds, implying that this is something calming. Elsewhere, the fact that writer creates a contrast between the woodland and the city by using the simile 'as if it were a secret escape from the chaos and the traffic' emphasizes the peace and tranquility even further. The writer's intention, therefore, seems to be to suggest that the park is very different from what surrounds it and is a place where the inhabitants of the city can be free from the stress of urban life.

### CHECKLIST

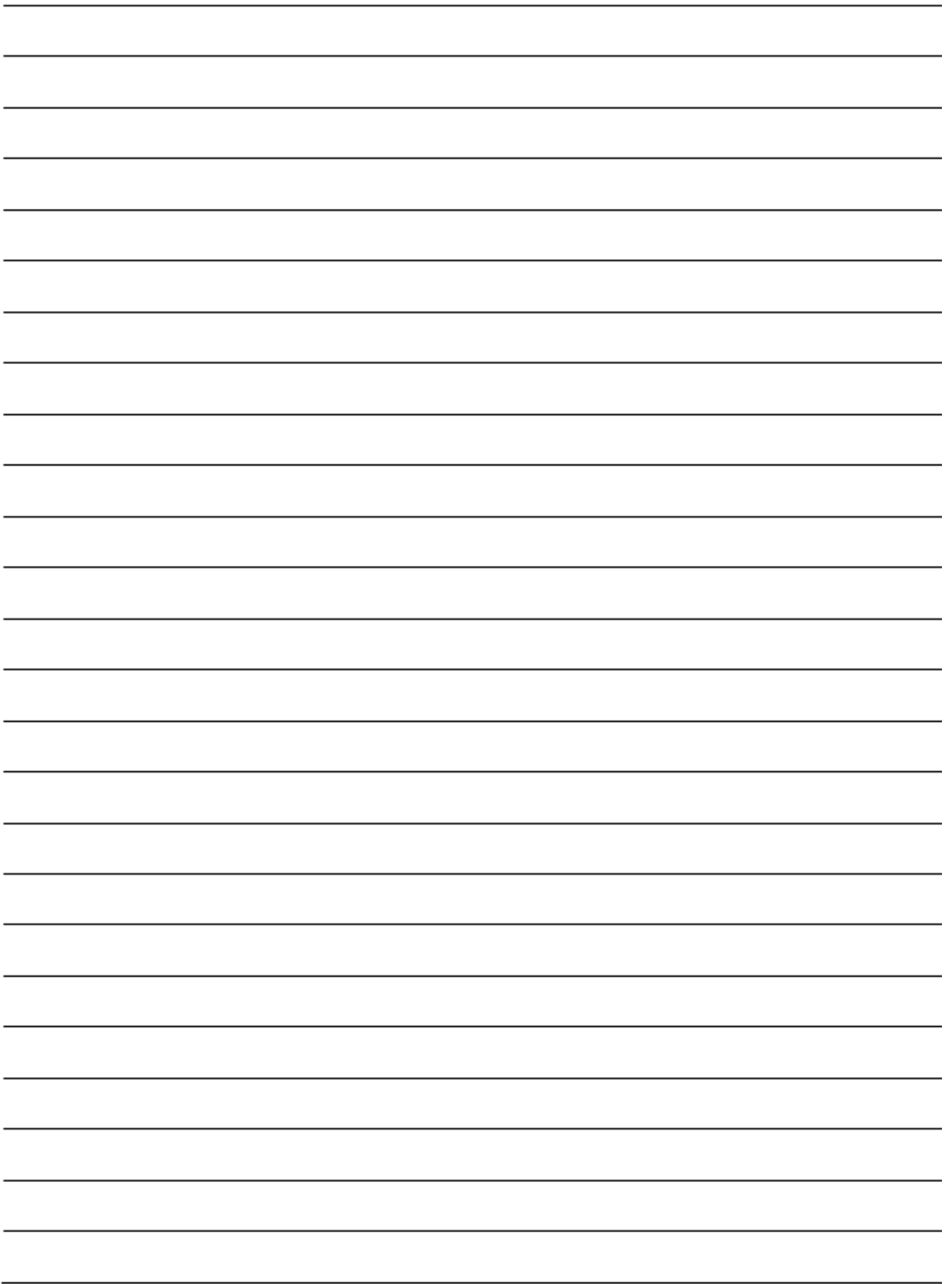
- Start with a main idea about WHAT atmosphere is created (topic sentence)
- A quote as evidence of WHAT we learn, linked with 'For example...'
- HOW your quote shows at least two details (preferably more) about the atmosphere, zooming in on key words/language and explaining what they show/HOW they show it
- Explain the writer's intention and WHY your main quote is important to the presentation of the atmosphere
- Key words, relating to the question and to techniques, effects and intentions

### STRUCTURE

- 1 paragraph
- Use the What/How/Why structure
- Use the following sentence starters if it helps:
  - The writer creates... (2 ideas about atmosphere)
  - For example, we are told...
  - Here, the [1<sup>st</sup> feature and example]
  - In addition, the [2<sup>nd</sup> feature and example]
  - Elsewhere, the fact that the writer [3<sup>rd</sup> feature and example]... (optional)
  - The writer's intention, therefore, seems to be...

### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar



### Yr.9 Knowledge Organiser Activity 7: Term 1

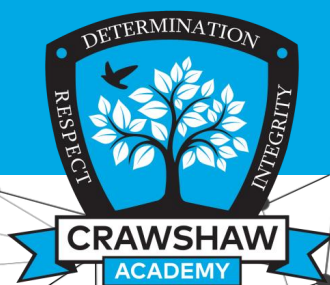
Use the Knowledge Organiser and green pen for this homework activity, please

You will also need to use your exercise book this time as well

1. Go through your homework booklet and correct any mis-spellings or incorrect uses/definitions of key words
2. Go through your exercise book and do the same there

| Vocabulary:<br>Tier 2 | Vocabulary:<br>Tier 3     |
|-----------------------|---------------------------|
| <b>Facade</b>         | <b>Microcosm</b>          |
| <b>Misogyny</b>       | <b>Zoomorphism</b>        |
| <b>Promiscuous</b>    | <b>Foreshadow</b>         |
| <b>Idealism</b>       | <b>Circular structure</b> |
| <b>Hierarchy</b>      | <b>Symbolism</b>          |
| <b>Itinerant</b>      | <b>Symbiotic</b>          |
| <b>Marginalised</b>   |                           |

# Geography: Y9 Term 1



# HT1: Volcanic Hazards

## 1. Look, Cover, Write, Check

Task: Use the Volcanic Hazards knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word       | Write | Check |
|----------------|-------|-------|
| Magma          |       |       |
| Lava           |       |       |
| Crust          |       |       |
| Mantle         |       |       |
| Tectonic Plate |       |       |

| Key Word            | Write | Check |
|---------------------|-------|-------|
| Constructive margin |       |       |
| Destructive margin  |       |       |
| Subduction          |       |       |
| Pyroclastic Flow    |       |       |
| Lahar               |       |       |
| Basaltic Lava       |       |       |
| Rhyolitic Lava      |       |       |
| Shield volcano      |       |       |
| Stratovolcano       |       |       |

# HT1: Volcanic Hazards

## 2. Knowledge Quiz

1. How old is the Earth? (1)

2. Which geological era contained the dinosaurs? When was it? (2)

3. Which layer of the Earth contains the tectonic plates? (1)

4. What did Alfred Wegener suggest about plate tectonics? (2)

5. Which type of plate boundary occurs when two plates collide? (1)

6. Which type of volcanic hazard is the deadliest? Why? (2)

7. Which type of lava is the most dangerous? Why? (2)

8. What is the difference between a shield volcano and a stratovolcano? (2)

9. Give two ways that volcanoes can be monitored by scientists (2)

10. Give four ways of preparing for volcanic eruptions (4)

# HT2: India

## 1. Look, Cover, Write, Check

Task: Use the weather and climate knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word                 | Write | Check |
|--------------------------|-------|-------|
| Megacity                 |       |       |
| TNC                      |       |       |
| Rural to urban migration |       |       |
| Push factor              |       |       |
| Pull factor              |       |       |

| Key Word            | Write | Check |
|---------------------|-------|-------|
| Monsoon             |       |       |
| Impermeable surface |       |       |
| Surface runoff      |       |       |
| Biodiversity        |       |       |
| Mangrove            |       |       |
| Conservation        |       |       |
| Dharavi             |       |       |

# HT2 India

## 2. Knowledge Quiz

1. What is India's largest city? How many people live there? (2)

2. Give two reasons why people from rural India have moved to Mumbai (2)

3. What is natural increase? (1)

4. Give four problems of life in Dharavi (4)

5. Give four positives of life in Dharavi (4)

6. Why are some people worried about the Dharavi Redevelopment Project? (1)

7. What are the problems of TNCs in India? (2)

8. What are the benefits of TNCs in India? (2)

9. How are the Sundarbans being threatened? Give four examples (4)

10. How are the Sundarbans being protected from human activities (2)

# History: Y9 Half Term 1



# HISTORY Half Term 1:

## The Inter-War Years

| Homework Task                | Due Date: | Completed? |
|------------------------------|-----------|------------|
| 1. Look, Cover, Write, Check |           |            |
| 2. Knowledge Quiz            |           |            |
| 3. Knowledge Quiz            |           |            |

# The Inter-War Years

## 1. Look, Cover, Write, Check

Task: Use the Inter-War Years knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word   | Write | Check |
|------------|-------|-------|
| Treaty     |       |       |
| Tsar       |       |       |
| Revolution |       |       |
| Communism  |       |       |
| Fascism    |       |       |

| Key Word          | Write | Check |
|-------------------|-------|-------|
| Reparation        |       |       |
| Armistice         |       |       |
| Left-wing         |       |       |
| Right-wing        |       |       |
| League of Nations |       |       |
| Big Three         |       |       |

# The Inter-War Years

## 2. Knowledge Quiz

1. Each of the following is a definition of the key words you have learned. Write the correct key word for each one.

1a. An emperor of Russia before 1917. [1]

1b. The most extreme right-wing belief. [1]

1c. Payment to make amends for damage caused. [1]

1d. The three leaders who dominated discussions at the Paris Peace Conference. [1]

1e. An agreement in war to stop fighting. [1]

2. For the remaining questions, define the key terms.

2a. Treaty [1]

2b. Revolution [1]

2c. Communism [1]

3. When did WWI end? [1]

4. Which three countries made up the Big Three ? [1]

5. What was the name of the Treaty that dealt with Germany ? [1]

6. What acronym do we use to remember the terms of the Treaty ? [1]

7. What were the terms of the Treaty ? [5]

- 
- 
- 
- 
- 

8. Tell me one reason why Germans were unhappy with the Treaty . [1]

9. Which country had a communist revolution in 1917? [1]

**TOTAL: \_\_\_\_ / 19**

# The Inter-War Years

## 3. Knowledge Quiz

1. What was signed on 11<sup>th</sup> November 1918 to end WWI? [1]

2. What is a treaty? [1]

3. Who were the Big Three leaders at the Paris Peace Conference? [1]

4. Which country was punished by the Treaty of Versailles? [1]

5. What do the two Gs in GARGLe stand for? [2]

6. What does the A in GARGLe stand for? [1]

7. What does the R in GARGLe stand for? [1]

8. What does the Le in GARGLe stand for? [1]

9. What does the term reparations mean? [1]

10. What is an armistice? [1]

11. What happened in Russia in 1917? [1]

12. What is communism? [1]

13. Why were many Germans angry about the Treaty of Versailles? [1]

**TOTAL: \_\_\_\_ / 14**

# History:

## Y9 Half Term 2



# HISTORY Half Term 2:

## The Rise of Hitler

| Homework Task                | Due Date: | Completed? |
|------------------------------|-----------|------------|
| 1. Look, Cover, Write, Check |           |            |
| 2. Knowledge Quiz            |           |            |
| 3. Knowledge Quiz            |           |            |

# The Rise of Hitler

## 1. Look, Cover, Write, Check

Task: Use the Rise of Hitler knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word         | Write | Check |
|------------------|-------|-------|
| Hyperinflation   |       |       |
| Reparations      |       |       |
| Economic         |       |       |
| Great Depression |       |       |

| Key Word     | Write | Check |
|--------------|-------|-------|
| Dictatorship |       |       |
| Chancellor   |       |       |
| Fuhrer       |       |       |
| Reichstag    |       |       |
| Propaganda   |       |       |

# The Rise of Hitler

## 2. Knowledge Quiz

1. Each of the following is a definition of the key words you have learned. Write the correct key word for each one.

1a. Relating to money. [1]

1b. The supreme leader of Germany. When Hitler merged the roles of President and Chancellor. [1]

1c. The German parliament building. [1]

1d. Information used to promote a particular point of view. [1]

2. For the remaining questions, define the key terms.

2a. Great Depression [1]

2b. Chancellor [1]

2c. Hyperinflation [1]

3. What year was the Wall Street Crash? [1]

4. Which economic depression was caused by the Wall Street Crash? [1]

5. State one group who supported the Nazis and why. [2]

6. Name one event that allowed Hitler to turn Germany into a dictatorship. [1]

7. Name one form of Nazi propaganda. [1]

8. Name one form of Nazi terror. [1]

9. What was the name of the German President who made Hitler Chancellor? [1]

**TOTAL: \_\_\_\_ / 15**

# The Rise of Hitler

## 3. Knowledge Quiz

1. What is hyperinflation? [1]

2. What year was the Wall Street Crash? [1]

3. What event followed the Wall Street Crash?. [1]

4. What job was Hitler appointed to in January 1933? [1]

5. What is the Reichstag? [1]

6. What was the Enabling Act? [1]

7. What did Hitler declare himself in August 1934? [1]

8. Define the word propaganda. [1]

9. True or False? The Nazis used propaganda and terror to gain control of Germany. [1]

10. True or False? Hitler became the President of Germany in 1929. [1]

11. True or False? The Reichstag was bombed in 1933. [1]

12. True or False? Hyperinflation means that money increases in value very quickly. [1]

13. True or False? Hindenburg died in August 1934. [1]

**TOTAL: \_\_\_\_ / 13**

# Mathematics: Y9 Term 1



# Sparx Maths

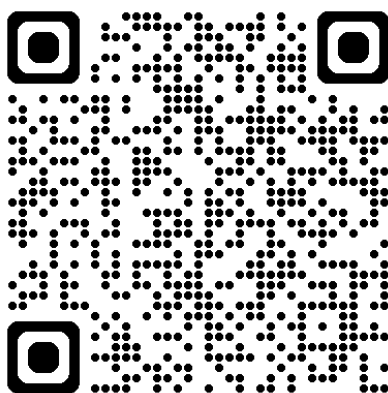
Log in to Sparx Maths and complete your weekly homework tasks as directed by your teacher.

[www.sparxmaths.com](http://www.sparxmaths.com)

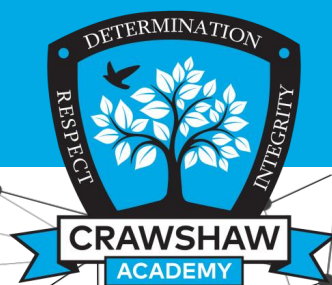
Remember to write down your working and solutions so you are prepared for the 'book check' questions.

There are video clips connected to each question for you to watch if you are unsure – please use this resource.

You can use this QR code if you need to.



# MFL: Y9 Term 1



# Quizlet MFL

Log in to Quizlet and do your homework there as directed by your teacher. You can use this QR code if you need to.

## French

Subjects



Opinion Structures



School Uniform



Colours



Uniform Opinions



Rooms



School Rules



Opinions on Rules



Jobs



Pros and Cons of work



Competencies



Activities at School



Workplaces



# Quizlet MFL

Log in to Quizlet and do your homework there as directed by your teacher. You can use this QR code if you need to.

## German

Subjects



School Opinions



Uniform



Uniform Opinions



Classrooms



School Rules



Breaktime Activities



Jobs



Pros and Cons



Workplaces



Qualities



At Work



Ambitions

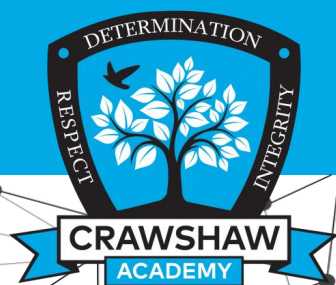


# Look-Cover-Write-Check

You may prefer to use your Knowledge Organiser to do look-cover-write-check to learn your words.

| Look | Cover | Write | Check |
|------|-------|-------|-------|
|      |       |       |       |

# Music: Y9 Term 1



# Focus on Sound

Please log into Focus on Sound  
and complete any tasks set.

You can use this QR code if you need to.



# PE: Y9 Term 1



# MiMove PE

Log in to MiMove and do your homework there as directed by your teacher. You can use this QR code if you need to.



# Reading: Y9 Term 1



# MiMove Reading

Log in to MiMove and do your homework there as directed by your teacher. You can use this QR code if you need to.



## **Reading Homework Instructions**

You should read a fiction or non-fiction book of your choice for 35 minutes per fortnight. Once you have done this, you should record your reading on miMove. Your teacher will check that you have recorded your reading in your Reading lessons.

To use miMove:

Google miMove and click on miMoveapp.

Click on Student Sign In (top right).

Search and Select your School: start to type Crawshaw Academy and then click on the school's name when it appears in the drop down box.

Click on Sign in with Microsoft.

Follow Steps 1 to 5 to record your fortnightly reading. You will have to repeat the process to record:

your reading in form time Perspectives (60 minutes)

your Reading Lesson (60 minutes)

your Reading Homework (35+ minutes).

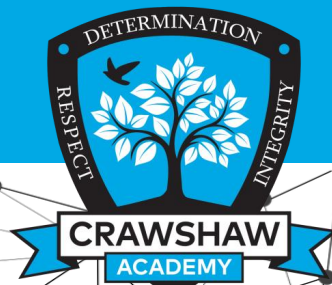
Please also add any reading that you do in your free time.

When you get to Step 6 (Reflection) for your Reading Homework and Free Time Reading, write:

two sentences to summarise what you have read

one sentence to describe your response to what you have read (e.g. Do you like the characters? Is the plot intriguing? Is there a plot twist or a cliffhanger? Can you relate to the story? Does the book contain interesting facts?)

# RS: Y9 Term 1



# **Religious Studies homework – Term 1**

Complete the homework when your teachers asks you to

## **Section A: Key vocabulary (write down the correct term)**

|                                                                                     |  |
|-------------------------------------------------------------------------------------|--|
| All powerful                                                                        |  |
| All loving                                                                          |  |
| Termination of a pregnancy                                                          |  |
| Voluntarily choosing to end your life due to the quality of life a person is living |  |
| Legal execution of a person for a crime                                             |  |
| Something that cannot be explained by science                                       |  |

## **Section A: Creationism**

1. What scientific theory explains the origin of the universe?
2. Which book of the Bible contains the Christian creation story?
3. How many days did God take to create the world according to Genesis?
4. What influences a person's rebirth in Buddhism?

## **Section B: Evil and Suffering**

1. Give one example of moral evil.
2. Give one example of natural evil.
3. What is the Inconsistent Triad?

**Section C:**

1. What happened in 1961?

- A) Abortion was legalised
- B) Capital punishment ended
- C) Suicide was decriminalised
- D) Euthanasia became legal

2. What is the Just War Theory?

**3. The last hangings in Britain took place in:**

- A) 1965
- B) 1964
- C) 1960
- D) 1968

4. What is Nirvana?

5. What do Catholics believe happens after death?

6. Why is the bombing of Hiroshima and Nagasaki important?

7. Give one argument in favour of capital punishment.

8. Give one argument against capital punishment.

9. Why might some Christians be against Euthanasia?

10. Include arguments for and against abortion.

| For | Against |
|-----|---------|
|     |         |
|     |         |
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# Science: Y9 Term 1



# Educake Science

Log in to Educake Science

(<https://my.educake.co.uk/student-login>) and complete your weekly homework there as directed by your teacher. Science HW is due each **Monday**.

You can use the QR code below if you need to.



Please remember to use the "Sign in with Microsoft" button when logging in.



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