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

Year 9 Form: \_\_\_\_\_

# Academic Reading Homework Project

## Autumn Term 2026

Deadline: Friday 13th November 2026

**RIVINGTON & BLACKROD**  
High School



## Week 1:

### Film Studies

#### Key vocab:

**Lamented** = felt sad about

**Contemporaries** = people who are alive at the same time as another

**Mandatory** = compulsory/ required

**Vanity** = taking excessive pride in your appearance or achievements

Last week, the Marvel director Taika Waititi **lamented** the fact that he and others in his field were unlikely to be remembered. “What’s the name of the director of Casablanca? Arguably one of the greatest films of all time. No one knows his name,” he told The Hollywood Reporter. “How do I expect to be remembered?” When I read this, I wondered if Waititi was referring to a vintage Hollywood secret. But no. As I’d thought – and as the climactic frame of its opening titles makes clear, in screen-filling type – Casablanca was directed by Michael Curtiz.

Now, Curtiz might not be a household name like Walt Disney, Alfred Hitchcock, or Steven Spielberg. And unlike some of his golden-age **contemporaries**, such as Billy Wilder, Frank Capra and Vincente Minnelli, his work also lacked a unifying style, or signature touch. Then again, perhaps his range was his signature: as well as Casablanca, he made The Adventures of Robin Hood with Errol Flynn, the important gangster thriller Angels with Dirty Faces, the iconic noir melodrama Mildred Pierce and the Bing Crosby-starring festive classic White Christmas.

So this is why I would like to make a proposal: **mandatory** film studies classes on the national curriculum, alongside English, Maths, Science, and the rest. We need to reach these kids, and make them care about Curtiz – and Waititi too, darn it.

Why should we learn about film? For a start, great films speak the same universal truths that all great art does: the themes of **vanity**, power and corruption are as important in Citizen Kane as they are in, say, Thackeray. “Literature remembered becomes material to think with,” the poet Donald Hall once wrote, and the very same goes for the movies. There is no reason the cinematic canon can’t be studied with the same level of seriousness as the literary one.

Perhaps not immediately, of course – I can still vividly recall wondering what the catch was going to be when our teacher, Mr Stone, drew the curtains at the start of my own first film studies lesson and produced a VHS tape of Terminator 2: Judgment Day – but cinema’s accessibility should be seen as a bonus, not a reason to write off the study of it as a doss.

That attitude triumphs with Vincente Minnelli; perhaps it’s why film can only be studied at a small number of schools and sixth-form colleges in the UK. Yet moving images hold more influence than ever, and children should learn how to decode them, and understand the framing and editing techniques from which their power springs. Things have changed in another respect too: unlike in the lean pre-Blair years, filmmaking in the UK is now a possible field in which to forge a career, thanks to enormous recent infrastructure advances. Last year alone, international film and high-end television productions spent more than £5.37 billion here, creating thousands of highly skilled jobs in all sorts of fields, from crew to visual effects. Naturally, The Crown and Bridgerton were made here – and so were Barbie, Mission: Impossible, Napoleon, and the 10th Fast & Furious. Filmmaking is now one of our national industries – and, we’re so good at it, capacity is still outstripped by demand.

But, of course, you don’t have to want to create a career in the industry to benefit from cinema. An appreciation of the art form can be a life-long pleasure, and it’s never too soon for a parent or guardian to start assembling the cognitive framework, either. Since children will watch absolutely anything, they’ll watch absolutely anything: silents, subtitles, documentaries, and musicals are all in play.

Slapstick comedy is a shoo-in, from Buster Keaton to Jacques Tati. I remember my eldest at two, giggling with delight at Hulot dropping a glass jug in French comedy Mon Oncle, while my youngest brings up the booby-trapped billiards scene in Sherlock Jr at least once a month.

Hong Kong action films like the Police Story series and Freed Unit musicals like Singin’ in the Rain and An American in Paris are two sides of the same eye-popping coin. Italy’s postwar conflict becomes vividly understandable in Bicycle Thieves; as does Japan’s in My Neighbour Totoro, where trees explode up from the ground like anti-mushroom clouds, rewinding the country to its greener, wiser past.

We heard yesterday that attention spans in schools are apparently reducing. A survey of 504 primary and early years’ teachers found that 84 per cent believed the Covid lockdowns had left their pupils struggling more than ever to

focus in class. And that reminded me of another recent study by University College London's Department of Experimental Psychology, which found that watching films as a collective activity improved memory, focus, productivity and overall brain function. Might regular doses of classic cinema be exactly what these youngsters need?

As one man once said to another on a foggy North African runway, it could be the beginning of a beautiful friendship.

**Questions:**

1. Name a film that Michael Curtiz directed.

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2. What is the writer proposing in the third paragraph?

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3. What, specifically, does the writer think that children should learn about Film?

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4. Give a reason why pupils should study Film in school from paragraphs 6/7:

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5. Name an actor from the slapstick genre:

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6. Identify a film made in Italy:

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7. Identify a film made in Japan:

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8. Why might watching films as a class be good from a psychological perspective?

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## Week 1:

### Computing

#### Has gaming become a problem for you or someone you know?

**Rationale:** Ethical and Legal Issues of Computing and Technology

#### Key vocab:

**Excessive** = too much

**Compulsive** = uncontrollable

**Multi-disciplinary** = specialising in many areas

Are you having difficulties with gaming? Do you spend too much time and money on games, despite attempts to stop? Are you spending less time with friends or family?

What is **excessive** gaming – Excessive gaming is a **compulsive** need to play computer games even though it leads to negative consequences in a person's life. Excessive gaming is also known as internet gaming disorder, gaming addiction or **pathological** gaming.

Many people enjoy playing computer games so it is very important to understand that not everyone who plays is addicted to gaming. For most people, gaming can be a great way to relax, destress and socialise. However, for a minority of people excessive gaming can have a negative impact both on them and those around them.

The National Centre for Gaming Disorders is a **multi-disciplinary** clinic in the UK that provides treatment for people in England, aged 13 years and over, who have difficulty controlling their video game use and the impact it has on their lives. They offer parents, guardians and family members support alongside the person gaming.

Hundreds of gamers, including children and their family members, have been treated by the NHS National Centre for Gaming Disorders.

Data revealed for the first time today shows 745 people have been referred for treatment at the UK's only gaming clinic since it opened in October 2019.

NHS National Centre for Gaming Disorders founder and director Professor Henrietta Bowden-Jones said "Gaming disorders can have a significant impact on children and their family to the extent it can take over and stop them from

living their normal daily life. From avoiding school or work, engaging in violence, to family breakdowns, the harms to those suffering can be significant; but there is help from the NHS for those who need it”

The number of people with a gaming disorder receiving help increased by more than half from 2021 to 2022, and relatives getting treatment went up by 46%. The average age of a gamer seen by the clinic is 17, but some who have been treated are as young as 13.

If you are struggling with your mental health do seek help from the NHS – you can contact your GP or refer yourself online to The National Centre for Gaming Disorders or the NHS Urgent Mental Health Helpline (England only), contact Young Minds <https://www.youngminds.org.uk/> or if you are in a crisis, you can call your local helpline 24/7 – Child line 0800 1111.

There are many people who have overcome their excessive gaming habits and have gone on to lead happy and healthy lives. With the right treatment, it is possible to break the cycle of excessive gaming and make a full recovery.

### Questions:

1. What is the definition of 'Excessive Gaming'?

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2. State two reasons why people play computer games.

- a. 

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- b. 

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3. Describe the purpose of 'The National Centre for Gaming Disorders'.

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4. Who can you contact if you are struggling with your mental health?

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## Week 2:

### Religious Studies

#### What is the God of Christianity like?

As part of our study of Faith and Belief, we look at the idea of God.

This article explains the concept of the **monotheistic** God.

#### Article: What is God like? Taken from Christianity.org.uk

##### Key vocab:

**Monotheistic** = the belief that there is only one God.

**Trinity** = a group of three

**Nomad** = someone that travels and does not have a permanent home

**Hypocrisy** = someone who claims to have certain beliefs about what is right but behaves in a way that disagrees with those beliefs

**Perish** = die

**Ascended** = climbed up

##### Reading:

There is no description which fully explains what God is like. We cannot see Him; we cannot prove He exists. The Bible gives us glimpses of Him and tells us about some of His characteristics, for example, His love, compassion, power and creativity. God is holy – perfect and blameless. But there are elements of God that we cannot grasp because they are just beyond our comprehension. God exists beyond our understanding of time and space. The universe exists because He made it happen. He is self-sufficient and self-sustaining. He does not need us. And yet Christians believe that we can know this God personally, even intimately, and that this is what He wants too.

God exists beyond our understanding of time and space.

Christianity teaches that God exists as three distinct elements: the **Trinity** – which are in relationship with each other: Father, Son and Holy Spirit. The Son is Jesus Christ who lived in the Middle East 2,000 years ago. In the Bible book of John, Jesus explained the closeness of his relationship with his Father, saying '*I and the Father are one*'. In the same Bible book Jesus says, '*anyone who has seen me has seen the Father*'. We can get an idea of what God is like by looking

at Jesus' life. The Bible books, Matthew, Mark, Luke, and John, record eyewitness accounts of what Jesus said and did. We see his compassion and love for people – especially the poor and exploited; his desire for justice; his anger with **hypocrisy** and wrong-doing and his self-sacrifice in being put to death even though he was innocent. During his life on Earth, Jesus was totally human, but also totally God.

The Holy Spirit is another aspect of God – a spiritual form of God which cannot be seen but can be experienced personally. Christians believe that the Holy Spirit comes to live within them. They speak of experiencing a deep sense of love and peace. Christians believe the Holy Spirit changes the way they think and act, for example, enabling them to forgive someone who has wronged them where forgiveness was impossible previously.

God is all-seeing and all-knowing. We cannot hide from him. He knows our thoughts. In fact, the Bible book of Psalms says God knows us even before we are born - *'you created my inmost being, you knit me together in my mother's womb'...* *'you have searched me and you know me... you are familiar with all my ways... before a word is on my tongue, you know it completely...'.* Another Bible book, Proverbs, encourages people to honour and respect God describing it as *'the beginning of wisdom'*. God does not need our praise, but it is important to him and gives him pleasure.

Christians believe that God made the universe and that he created men and women in order to share it with him. God wanted us to have a relationship with him. The Bible book, Genesis, says he made us *'in his image'*. He has given us the capacity to be extremely creative and to love unconditionally; we too have a sense of justice, morality, and a spirituality, which sets us apart from other living creatures.

God did not just create the universe and walk away. He remains intimately involved in it. He cares about people. The first book of the Bible, Genesis, tells us that even when humanity's relationship with God went sour in the Garden of Eden, he thought up a rescue plan – hinting at the coming of Jesus Christ to restore that relationship.

God did not just create the universe and walk away. He remains intimately involved in it. He cares about people.

In the years that followed, God made an agreement with a **nomad** living in the Middle East, Abraham, that he would become the father of a nation – the

**Jewish people.** An encounter between God and one of Abraham’s descendants, Moses, is described in the Bible book Exodus and gives an insight into God’s otherness and awesomeness. God speaks to Moses from a bush which is on fire but not burning up. He tells Moses to take off his sandals because he is standing on holy ground. When Moses asks his name, God replies ‘*I am what I am*’.

Later, when the Jewish nation was being led astray by evil leaders, God inspired prophets to urge the people to return to right ways of living. The prophets also spoke of a coming Messiah – someone who would rescue them and bring them back to God. That Messiah was Jesus Christ.

**Questions:**

1. Why is there no description that can fully explain what God is like?

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2. What three elements do Christians believe that God exists as?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

3. How can the Bible help Christians understand what God is like?

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4. What do Christians believe about the Holy Spirit?

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5. Why do Christians believe that God created people?

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6. Who did God make an agreement with to become Father of a nation?

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7. Whose arrival did prophets tell the people to be prepared for?

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## Week 2:

### History

#### How did life change for women during the First World War?

We have been studying the First World War and the changes it made to modern Britain, with a focus on the lives of soldiers. To continue your learning, this article focuses on the role of women in the war.

**Article: 12 Things you didn't know about women in the First World War, taken from the Imperial War Museum website.**

#### Key vocab:

**Munitions** = weapons

**Auxiliary** = support personnel that assist the military, usually on a part-time basis

**Leisure** = free time

**Recreation** = hobbies

**Opposed** = to be against

The **First World War** brought many changes in the lives of British women. It is often represented as having had a wholly positive impact, opening up new opportunities in the world of work and strengthening women's case for the right to vote. The reality is more complex. Not all of the opportunities the war provided to women were entirely positive or long lasting. Here are several facts about women during the First World War which help to demonstrate the ways in which women's lives changed during this period.

#### **Women were already working, prior to the war**

Women in paid employment were not a new phenomenon in 1914. They made up a substantial part of the industrial workforce even before the First World War, although they were mainly concentrated in textile manufacture. After 1915, when the need for shells intensified, women were brought into munitions manufacturing in large numbers. By 1918 almost a million women were employed in some aspect of munitions work.

### **Women on the beat**

The first women police officers served during the First World War. One of the main responsibilities of the Women's Patrols - as they were initially known - was to maintain discipline and monitor women's behaviour around factories or hostels. They also carried out inspections of women to ensure that they did not take anything into the factories which might cause explosions. They also patrolled other public areas such as railway stations, streets, parks and public houses.

### **All aboard the transport industry**

One of the areas of employment where new opportunities opened up for women was in transport. Women began working as bus conductresses, ticket collectors, porters, carriage cleaners, and bus drivers. During the war the number of women working on the railways rose from 9,000 to 50,000. While new jobs did become available to women during wartime, many of these opportunities were closed to them after the war as servicemen returned to their jobs.

### **The need for childcare increased**

For women with children who wanted – or needed – to take on paid work, childcare could be a problem. The pressing need for women to work in munitions did prompt the government to provide some funds towards the cost of day nurseries for munitions workers and, by 1917, there were more than 100-day nurseries across the country. However, there was no provision for women working in any other form of employment and most had to rely on friends and family to help care for their children while they were at work.

### **Women's football became popular**

Working together in large numbers opened up new leisure and recreation opportunities for women. Sport was encouraged amongst female workers as it was thought to be good for their health and general moral wellbeing. Many munitions factories developed their own ladies' football teams. The most famous of these teams were Dick Kerr's Ladies FC in Preston. Founded in 1917, their matches drew large crowds. They continued to enjoy success until women were banned from playing in Football League grounds in 1921.

### **The suffrage movement divided**

Christabel Pankhurst and her mother Emmeline founded the 'Women's Social and Political Union' (WSPU) in Manchester in 1903. It used militant

campaigning to try to gain women the vote. Its members were known as suffragettes. During the war, Emmeline and her daughter Christabel led the WSPU in supporting the war effort. However, the family were divided as Sylvia Pankhurst (Christabel's sister) **opposed** the war and therefore (in 1914) broke away from the WSPU.

### **Only the over-30s won the vote**

The Women's Social and Political Union (WSPU) suspended campaigning for women's suffrage during the war. This recognised the need to support the war effort, but also that such support could ultimately benefit the campaign. This tactic appeared to pay off. In February 1918, the Representation of the People Act gave the vote to all men over 21 years of age and to women over 30 who were married or owned land. However, it was another ten years later before this was extended to women over 21. In December 1919, Lady Astor became the first woman to take a seat in Parliament.

### **Questions:**

1. What industries did women already work in prior to (before) the First World War?

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2. Which two new career opportunities were opened up for women during the First World War?

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3. Who did most women rely on for childcare whilst they worked?

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4. Why did women's football grow during the war?

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5. What happened to divide the suffrage movement during the war?

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6. What was the WSUP and who founded this?

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### Week 3:

## Geography

### The Geography of India

**Rationale:** This half term, you will be learning about the physical and human characteristics of India, as well as its relationship with the rest of the world.

#### Key vocab:

**Civilisations** = a setting where humans live

**Kaleidoscopic** = a complex range

**Heritage** = something passed down from the previous generation

**Agricultural** = relating to farm land

**Conquer** = to take control of



India is one of the oldest **civilisations** in the world with a **kaleidoscopic** variety and rich cultural **heritage**. It has achieved all-round socio-economic progress during the last 65 years of its Independence. India has become self-sufficient in **agricultural** production and is now one of the top industrialised countries in the world and one of the few nations to have gone into outer space to **conquer** nature for the benefit of the people. It covers an area of 32, 87,263 sq. km, extending from the snow-covered Himalayan mountain range in the north, to the tropical rain forests of the south. As the 7th largest country in the world, India stands apart from the rest of Asia, marked off as it is by mountains and the sea, which give the country a distinct geographical entity. Bounded by the Great Himalayas in the north, it stretches southwards and at the Tropic of Cancer, tapers off into the Indian Ocean between the Bay of Bengal on the east and the Arabian Sea on the west.

#### **Facts about India: 7 things you didn't know!**

With more than 1 billion inhabitants, 2 million temples, 300 thousand mosques, hundreds of palaces, 400 languages and dialects, countless goddesses and gods, and diverse spices, India is a country with a cultural, religious, and linguistic diversity, which offers a whirlwind of sensations to its visitors.

## **1 – Cows are sacred in India**

The cow is considered sacred in the Hindu religion in India. They believe that each cow contains 330 million gods and goddesses.

In ancient Hindu, the cow appears as “Kamdhenu” which fulfils all desires. Its horns represent the ancient Hindu scriptures or the “Vedas” and its udder, the four objectives of life, material wealth, salvation and desire.

## **2 – Hinduism is the oldest religion in the world**

The official religion of India is Hinduism, whose followers are skilled at meditation and chanting mantras (words chanted in honour of specific deities). With documents dating 4,000 years, Hinduism is considered to be the oldest and third largest religion in the world, serving more than one billion people.

## **3 – The Taj Mahal is not a palace**

The Taj Mahal building is among the Seven Wonders of the World and is a stunning symbol of love and architectural brilliance in India. Another fact about India is that the Taj Mahal is actually a tomb. Commissioned in 1632 by Emperor Shah Jahan to build the Taj Mahal in honour of his late wife, Mumtaz Mahal.

Approximately twenty-eight different types of precious stones were used for decorating this building and they were sourced from Tibet, China, Sri Lanka and some parts of India. One of the most significant Mughal Empire structural wonders, it still stands in all its beauty and fineness in Uttar Pradesh, India.

## **4 – India was the first country to mine diamonds**

India was the main source of diamonds in the world from the 4th century BC for around 1000 years. The pure diamonds were found in the Krishna River Delta, located in Andhra Pradesh.

## **5 – They are pioneers**

As one of the oldest civilizations in the world, Indians gave the world a lot of important inventions and discoveries. You may not know, but chess is one of them. The king Balhait ordered an Indian brahmin (religious person) to design a game to promote the intelligence of people.

Wireless communication is another Indian invention. This innovation revolutionized the way we communicate by Sir Jagadish Chandra Bose. The wireless radio communication enables individuals to communicate quickly and transmit data over a distance without the need for electrical wires or cables.

## 6 – Not all Indians are vegetarians

India is the most vegetarian country in the world. But still, only about 40% of the population is vegetarian. Many Indians eat chicken and fish. The only truth here is that you won't find beef to eat in any restaurant, and at most you will find buffalo meat in a few places.

## 7 – India is the second largest English-speaking country in the world

Lastly, in our list of facts about India, did you know that India is the second largest country in the world that speaks English? English is the main language spoken in the country, as well as the 400 languages and dialects mentioned before.

### Questions:

1. What has India done to conquer nature for the benefit of people?

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2. Which major mountain range is to the north of India?

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3. Why are cows considered to be sacred?

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4. How old is Hinduism?

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5. What is the Taj Mahal?

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6. Where and why was chess invented?

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7. What percentage of India's population are vegetarian?

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## Week 3:

### MFL

## Discovering Mexican Culture and Día de los Muertos

### Key vocab:

**Indigenous** = originally from; native

**Altar** = a religious table

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Mexico, a country in North America, is known for its vibrant culture, rich history, and unique traditions. From ancient civilizations to modern-day festivities, Mexican culture is a colourful blend of **indigenous** and Spanish influences. One of the most famous and meaningful celebrations in Mexico is Día de los Muertos, or the Day of the Dead.



### Music and Dance

Music and dance play a crucial role in Mexican culture. Mariachi music, characterised by its lively tunes and traditional instruments like the guitar and trumpet, is a symbol of Mexican identity. Folk dances such as the Jarabe Tapatío, also known as the Mexican Hat Dance, display the joy and spirit of the Mexican people.

### Food

Mexican cuisine is loved worldwide for its bold flavours and diverse ingredients. Some popular dishes include:

- Tacos: Tortillas filled with various meats, beans, and toppings like salsa and guacamole.
- Enchiladas: Tortillas rolled around a filling and covered with chili sauce.
- Tamales: Masa dough filled with meats, cheeses, or sweet fillings, wrapped in corn husks, and steamed.
- Churros: Fried dough pastries sprinkled with sugar and often dipped in hot chocolate.



## Art and Architecture

Mexico boasts a rich artistic heritage, influenced by both indigenous and Spanish cultures. Ancient Mayan and Aztec civilizations left behind impressive structures such as:

- Chichen Itza: A large Mayan city featuring the iconic pyramid El Castillo.
- Teotihuacan: An ancient city with massive pyramids, including the Pyramid of the Sun and the Pyramid of the Moon.

Famous Mexican artists like Diego Rivera and Frida Kahlo have gained international acclaim for their unique and powerful works. Rivera's murals and Kahlo's self-portraits reflect Mexican society, culture, and politics.

## Día de los Muertos

One of the most significant celebrations in Mexico is Día de los Muertos, held on November 1st and 2nd. Unlike Halloween, this festival is not about fear and horror but about honouring and remembering deceased loved ones.



Families create colourful **altars**, known as *ofrendas*, decorated with marigold flowers, candles, and photos of the deceased. They also place sugar skulls, known as *calaveras*, and favourite foods of the departed on the altars. The vibrant decorations and joyful gatherings demonstrate the belief that death is a natural part of life and that the dead can return to visit their families during this special time.

Briefly, Mexico's culture is a rich tapestry woven from history, traditions, and creativity. Celebrations like Día de los Muertos highlight the unique ways in which Mexicans honour their heritage and loved ones. Exploring Mexican culture offers a glimpse into the vibrant and diverse heritage of this beautiful country.

### Questions:

1. What is the significance of Mariachi music in Mexican culture?

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2. Name three popular Mexican dishes mentioned in the text.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. What are two ancient cities in Mexico known for their impressive structures?

a. \_\_\_\_\_

b. \_\_\_\_\_

4. Who are two famous Mexican artists mentioned in the text, and what are they known for?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

5. On which dates is Día de los Muertos celebrated?

\_\_\_\_\_

6. How is Día de los Muertos different from Halloween?

\_\_\_\_\_

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\_\_\_\_\_

## Week 4:

### Music - What Is Hip-Hop Music?

#### Key vocab:

**Characterised** = features that help to identify something

**Originated** = first begun

**Toasting** = the act of talking over a rhythm or beat by a DJ

**Pioneers** = the first people to do something

Hip-hop is a genre of music most often **characterised** by a strong, rhythmic beat and a rapping vocal track. The genre **originated** in New York City in the 1970s as a cultural exchange among Black, Latino, and Caribbean youth and has grown into one of the most consumed genres of music in the United States. As a culture, hip-hop is built on four main pillars: DJing, rapping (also called MCing), breakdancing (usually called breaking or b-boying), and graffiti.

Since its inception, hip-hop has birthed dozens of subgenres, including trap, grime, gangsta rap, rap rock (or nu metal), crunk, chillhop, bounce, mumble rap, Latin hip-hop, and conscious hip-hop. Notable hip-hop artists and acts include DJ Kool Herc, Tupac Shakur, The Notorious B.I.G., The Roots, Nas, Jay-Z, Lil' Kim, N.W.A, Nicki Minaj, Big Daddy Kane, Rakim, and Ice Cube.

#### **A Brief History of Hip Hop Music**

Hip-hop music has a rich and varied history, starting in New York City in the 1970s. Early hip-hop music saw its roots in the 1970s in the New York City borough of the Bronx. It started as a collaboration among intersecting groups of Black, Latinx, and Caribbean American youth at block parties—community gatherings that featured DJs playing soul and funk music. NYC DJs like DJ Kool Herc, Grand Wizzard Theodore, Grandmaster Flash, and Afrika Bambaataa began to experiment with different techniques during parties, including longer percussive breaks (called “breakbeats” or simply “the breaks”), turntable techniques, scratching, freestyle, and improvised vocals based on Jamaican “**toasting**.” They’re often credited as **pioneers** of modern hip-hop and rap music.

In 1979, hip-hop trio the Sugarhill Gang released what is now widely considered the first hip-hop record, “Rapper’s Delight,” which reached the top

40 on the US Billboard charts and pushed hip-hop into the spotlight—making hip-hop a full-fledged genre.

In the 1980s, hip-hop was in full force. Many different artists began bringing new ideas to the genre, including drum kits (especially the 808), more complex sampling, metaphorical rap lyrics, and broader collaboration with genres like electro music. The '80s also saw hip-hop spread to an international audience, especially across the UK, Japan, and Australia. Notable songs included “The Message” by Grandmaster Flash and the Furious Five.

In 1984, several hip-hop albums—especially from artists Run-DMC, LL Cool J, and the Beastie Boys—introduced what became called “new school hip-hop.” This style emphasised drum machine beats, minimalism, shorter songs (which were more radio-friendly), and socio-political commentary. These artists shifted away from the party rhymes and funk influences of “old school hip-hop.”

**Questions:**

1. What is the definition of Hip-Hop music?

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2. Where did the genre originate?

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3. What are the four main pillars of the Hip Hop Genre?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

4. Name four sub genres of Hip Hop Music.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. Who released the first Hip hop record into the main charts and what was the song called?

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6. Name two developments with hip-hop in the 1980s.

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## **Week 4:**

### **Social Sciences**

#### **Knife Crime in the UK**

#### **Key vocab:**

**Correlation** = connection

After falling for several years, the amount of knife crime in England and Wales is rising again. Out of the 44 police forces across the areas, 42 recorded a rise in knife crime since 2011. Figures released in February 2019 showed the number of deaths as a result of knife crime in England and Wales in a year was 285 - the highest since records began in 1946.

In November 2018, there were reports that there had been a rise in the number of children under 18 receiving treatment for knife wounds in England, with the number of young victims having increased by 86% in the last four years. The government has said that it is working to deal with the problem, but a lot of people are angry and say that the problem is not being dealt with effectively.

Although the figures suggest that knife crime is on the increase, it is still relatively unusual for a violent incident to involve a knife - and rarer still for someone to need hospital treatment. Overall levels of violence (for example, including physical fights) have in fact fallen by about a quarter since 2013.

#### **Why has the amount of knife crime gone up?**

There is no one reason to explain this increase. Many people believe that those who carry knives are simply criminals and that what is needed to stop this behaviour is more police officers on the streets. In recent years, there has been a decrease in the number of police officers as there has not been as much money available from the government to pay for them. The UK's top police officer, Cressida Dick, has said that she believes there is "some link" between falling police numbers and a rise in violent crime.

The boss of Thames Valley Police, Chief Constable Francis Habgood, agrees with this, saying it was "common sense" that a reduction in the number of police officers was linked to knife crime. "If you have got fewer people enforcing the law, [...] able to respond when things happen and investigate things, then of course it is going to have an impact on our ability to deal with issues like knife crime," he said.

In March 2018, the police chief told the Times newspaper that she believed arguments and peer pressure on social media sites can "rev people up", make people angry and make street violence "more likely". Others say that young people get involved with gangs and knife crime because they lack opportunities in life. They say there are too few services provided to help and support young people, including education, mental health services, and youth centres. They believe that improving these services would help cut the amount of violent crime. Many of these services have been reduced as a result of the government reducing the money available to spend on these services.

### **What are laws about carrying a knife?**

There are lots of different rules about carrying a knife, but for the most part it is illegal to carry a knife in public without a good reason. It is also illegal to use any knife in a threatening way. If you are found to be carrying a knife in the UK, there could be serious punishments.

#### **Questions:**

1. What do the figures suggest about levels of knife crime in England and Wales?

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2. How has the number of police officers affected knife crime?

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3. Why does the Chief Constable of Thames Valley Police believe young people get involved with gangs and knife crime?

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4. How might government cuts have led to an increase in knife crime?

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5. What does the law say about carrying a knife?

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## Week 5:

### PE

#### Betting sponsors in sport

##### Key vocab:

**Groundbreaking** = inventive and new

**Provoked** = caused

**Watershed** = dividing line

**Unethical** = not right or moral

Through sponsorship and advertising, the gambling industry has successfully and deeply attached itself to the world's most popular game. Eight of the Premier League's 20 clubs have a gambling sponsor on their shirt and the proportion rises to 6 out of 24 among clubs in the Championship, which is itself sponsored by Sky Bet. Labour has said it would ban gambling shirt sponsorship if elected.



As well as shirts, companies frequently sponsor entire stands or stadiums. Stoke City are owned by the Coates family, who also own Bet365, hence the Bet365 stadium. Combined with pitch side hoardings, this means gambling logos are visible throughout televised football matches, even when there are no adverts. In a study of three episodes of the BBC's flagship football highlights programme Match of the Day, researchers at Goldsmiths, University of London found that gambling logos or branding appeared on screen for between 71% and 89% of the show's running time.

A **ground-breaking** agreement under which Premier League clubs have banned match-day front-of-shirt sponsorship deals with gambling companies from the summer of 2026 has **provoked** mixed reactions. The announcement that English football's top flight has become the first UK professional sports league to voluntarily agree to restrict betting sponsorships received a cautious welcome from the founder of The Big Step: a campaign dedicated to ending the

longstanding relationship between footballs and betting. James Grimes believes the clubs' voluntary acceptance that things need to change represents an imperfect but important **watershed**.

**Questions:**

1. How many premier league teams have betting companies as their sponsors?

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2. How many championship clubs have betting companies as their sponsors?

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3. What percentage of football games' TV footage contains gambling logos or branding?

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4. In summer 2026, what did Premier League clubs ban?

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5. Betting sponsors are seen as **unethical** to some people. Why might this be?

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## Week 5:

### Art

#### Key vocab:

- **Cell:** The basic structural and functional unit of all living organisms.
- **Cytology:** The scientific study of cells.
- **Prokaryotic Cell:** A type of cell without a defined nucleus, typically found in bacteria and archaea.
- **Eukaryotic Cell:** A type of cell that has a defined nucleus, found in plants, animals, fungi, and humans.



The study of cells, called **cytology**, reveals a fascinating microscopic universe that plays a vital role in all life forms. Cells are the fundamental building blocks of life, and they come in a variety of shapes, sizes, and functions. In fact, the average human body contains over 37 trillion cells, working together to maintain life. Whether in plants, animals, or microorganisms, each cell performs a specific task, from generating energy to replicating DNA.

Cells come in two main types: **prokaryotic** and **eukaryotic**. **Prokaryotic** cells are simple and are found in tiny organisms like bacteria. They don't have a nucleus, so their genetic material floats around inside the cell. **Eukaryotic** cells are more complex and are found in plants, animals, and humans. These cells have a nucleus that holds their genetic information, and they also have special parts that do different jobs to help the cell work.

In a typical animal cell, several key organelles play vital roles:

- **Nucleus:** The control centre of the cell, housing DNA and coordinating activities such as growth and reproduction.
- **Mitochondria:** Known as the powerhouses of the cell, these organelles convert nutrients into energy the cell can use.



- **Cytoplasm:** The jelly-like substance that fills the cell, where most cellular activities occur.
- **Cell Membrane:** A protective barrier that surrounds the cell, controlling what enters and exits.

Despite their microscopic size, cells are beautifully complex, which is where artists like **Klari Reis** come into the picture. Reis is an artist who finds inspiration in the forms and patterns seen through a microscope. Her art is deeply connected to the shapes and colours found in biological processes, particularly within cells.

- **Epoxy Polymer:** A resin material used by artists like Klari Reis to create glossy, vibrant textures in their work.
- **Petri Dish:** A shallow, circular dish used to culture microorganisms or cells in scientific research.

One of her most well-known series is the **Petri Projects**, where she creates vibrant, circular works that resemble images seen under a microscope—such as cells dividing or growing in a **Petri dish**. These artworks are made using a combination of **epoxy polymer**, a material that allows her to create glossy and colourful textures, mimicking the organic forms of cells.

In this series, each painting is different, just as every cell culture has its own unique structure and growth pattern. Reis captures the dynamic and unpredictable nature of biology, translating it into abstract art. Her work encourages viewers to appreciate the complexity of life at the microscopic level and think about how science and art intersect.

Through her artwork, Klari Reis demonstrates how the invisible world of cells can inspire creativity. By exploring these unseen structures, under a microscope, she challenges viewers to see the natural world in new and imaginative ways. As Reis's work shows, beauty can be found in the smallest details, hidden just beneath the surface, waiting to be discovered.

### Questions:

1. What are the two main types of cells? How are they different?

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2. What are the main components of an animal cell? List and describe them.

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3. How does Klari Reis's artwork relate to the microscopic world of cells?

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4. What materials does Klari Reis use in her artwork, and what effect do they create?

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5. How does Klari Reis blend art and science in her work? Give examples from the passage.

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## Week 6:

### Technology

#### The Meaning of 'Form Follows Function'

##### Key vocab:

**Façade** = a front or mask

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The famous architectural phrase said the design of a building should be related to its intended function.

"Form follows function" is an architectural phrase often heard, not well understood, and discussed by students and designers for over a century. Who gave us the most famous phrase in architecture, and how did Frank Lloyd Wright expand its meaning?

##### **Key Takeaways**

- The phrase "form follows function" was coined by architect Louis H. Sullivan in his 1896 essay "The Tall Office Building Artistically Considered."
- The statement refers to the idea that a skyscraper's exterior design should reflect the different interior functions.
- The Wainwright Building in St. Louis, Missouri, and the Prudential Building in Buffalo, New York, are two examples of skyscrapers whose form follows their functions.

##### **Architect Louis Sullivan**

Born in Boston, Massachusetts, Louis Sullivan (1856-1924) helped pioneer the American skyscraper mainly in the Midwest, creating a "Sullivan-esque" style that changed the face of architecture. Sullivan, one of the great figures in American architecture, influenced the language of the style of architecture that characterised what became known as the Chicago School.

Often called America's first truly modern architect, Sullivan argued that a tall building's exterior design (form) should reflect the activities (functions) that take place inside its walls, represented by mechanical equipment, retail stores, and offices. His 1891 Wainwright Building in St. Louis, Missouri, is an iconic showcase for Sullivan's philosophy and design principles. Observe the terra cotta **façade** of this early steel frame tall building. The lower floors require a different natural lighting window configuration than the central seven floors of interior office



space and the top attic area. The Wainwright's three-part architectural form is similar to partners Adler and Sullivan's taller 1896 Prudential Guaranty Building in Buffalo, New York, a similar form because these structures had similar functions.

### The Rise of Skyscrapers

The skyscraper was new in the 1890s. More dependable steel being made by the Bessemer process could be used for posts and beams. The strength of a steel framework allowed buildings to be taller without needing thick walls and flying buttresses. This framework was **revolutionary**, and Chicago School architects knew the world had changed. The U.S. after the Civil War had changed from rural to urban centred, and steel became the building blocks of a new America. Tall buildings' major use—office work, a by-product of the Industrial Revolution—was a new function in need of a new urban architecture. Sullivan understood both the magnitude of this historical change in architecture and the possibility that beauty may be left behind in the rush to be the tallest and the newest. "The design of the tall office building takes its place with all other architectural types made when architecture, as has happened once in many years, was a living art." Sullivan wanted to build beautiful buildings, like Greek temples and Gothic cathedrals. He set out to define principles of design in his 1896 essay, "The Tall Office Building Artistically Considered," published the same year as the Prudential Guaranty Building rose tall in Buffalo. Sullivan's legacy—besides instilling ideas in his young apprentice, Frank Lloyd Wright (1867-1959)—was to document a design philosophy for multi-use buildings.

### Questions:

1. Who said 'form follows function'?

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2. What does this quote mean?

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3. List two features of the Wainwright building in St. Louis.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. When did skyscraper buildings first start to appear?

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5. What did Sullivan want his beautiful buildings to look like?

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