

Extraordinary Examples of Lockdown Excellence



Welcome to our first bulletin showing off some of the excellent work produced by our students. Staff at Fulston feel very strongly that your hard work needs to be acknowledged in some way so please read and enjoy.

But.....don't feel disheartened if your work doesn't get published. We are proud of each and every one of you for the hard work you have been doing at home during this challenging time. You are amazing individuals and we are proud to have you within our Fulston Family.

Issue 1

[illegible]

Marcus Duplock, Year 8, wanted us to know he is keeping himself busy and has started making things from the left over wood in the garden. His Dad has helped him to make his first bird house which he gave to his granddad to put up in his garden. Marcus—this is wonderful and we bet Grandad loved it!



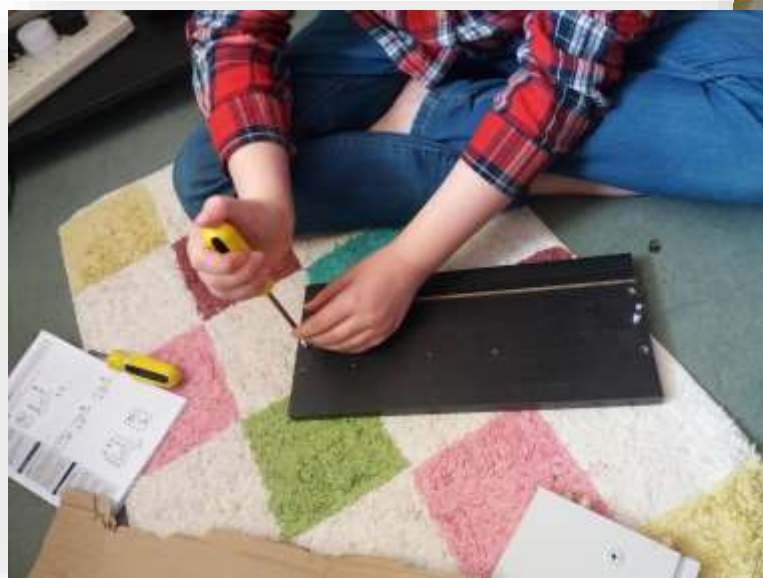
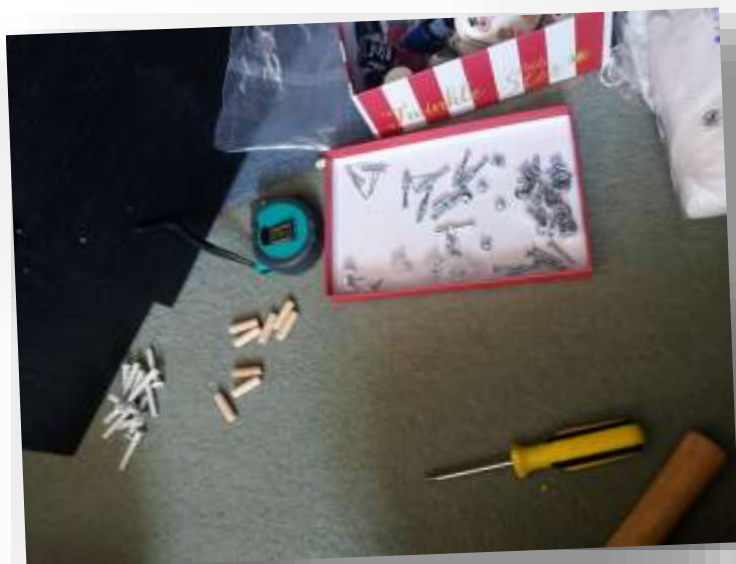
Say hello to Covid Colin who is loving Quarantine with his maker **Ellie-May Langley**, who is in Year 7.



And introducing **Sam Heather's** Sock Monster. Sam is in Year 7 also. This is fantastic.... Can we call him Sammy the Sock Monster?

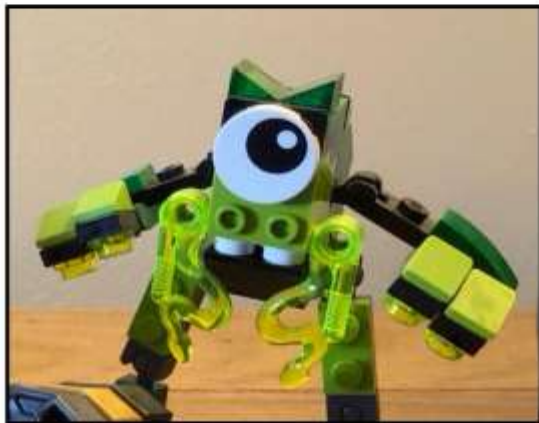


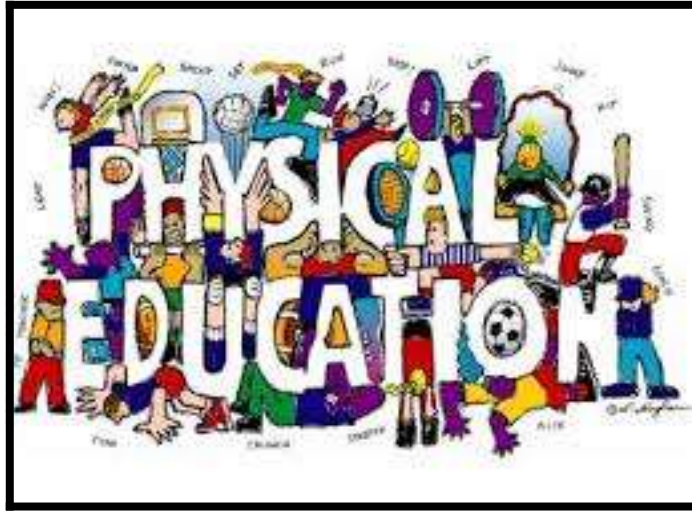
It's not about just homework of course. We are loving seeing the new skills students are learning. Here is Year 8 student **Lauren Hadlow** showing us all up with a bit of flat pack!!! Go Lauren!!



Evan McDermott, Year 7, presents his Monster Homework challenge. Evan, the photographs are amazing as are your monsters.

Monsters!





Marcus Duplock, Year 8, has been very busy.

Marcus has completed an 8 week training programme to keep him fit mentally and physically. The program consists of

Monday - Weights Training (Half an Hour different lifts with the weight.

Tuesday - Short Run and Taekwondo

Wednesday - Rest Day

Thursday - Weight Training and Taekwondo

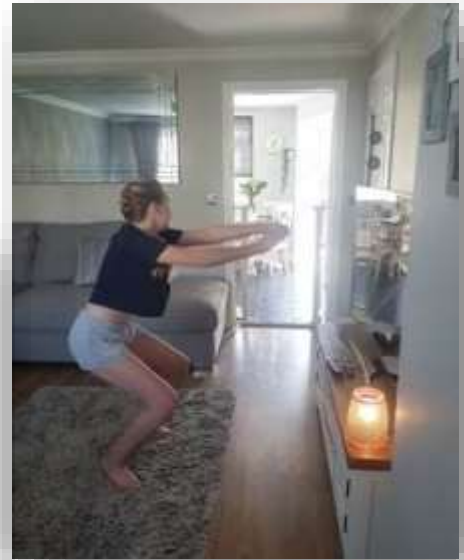
Friday - Longer Run

In amongst having a blast in the Park with a football with his family, he has ventured on walks across the countryside around his home using the footpaths. The fitness is helping him clear his head, improve fitness and lift his spirits.

Please have a look at the link of Marcus's workout video at the end of this bulletin.



Evalyn Belsom, Year 7, isn't resting on her laurels. She has been joining the masses and not forgetting her workouts! Well done Evalyn!



What I have done to keep fit?

By **Luke Gibson**, Year 8

To keep fit I have been doing indoor cycling training on Zwift. Zwift is a application I have downloaded onto my computer.

The application works by me having a smart trainer and it measures how many watts I put out. With this information it combines this with my weight to work out how fast I will go. It then moves my character on the screen and then I can race around different circuits all over the world.

You can on rides with friends, take part in group training sessions and you can tackle hard king of the mountains where you ride as hard as you can for a set distance and you then get a place in the overall standings out of everyone who has ever ridden it. You can do these whenever you come across them.



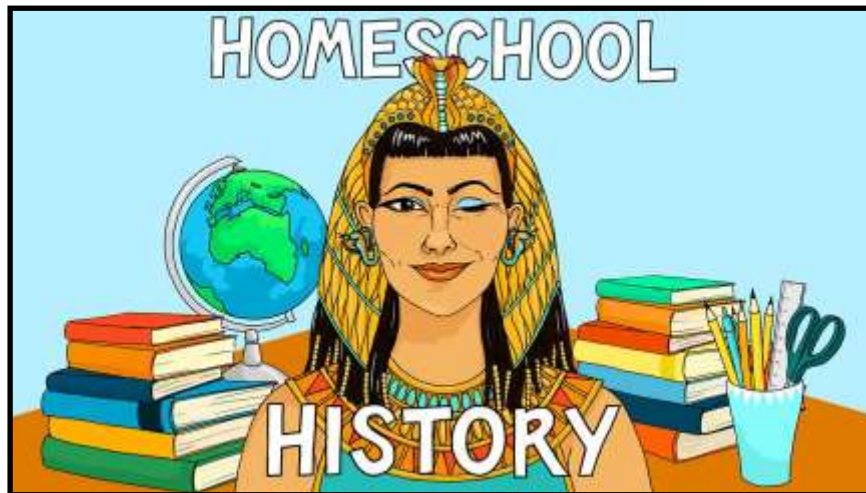
Year 7 student **Grace Manston** has been enjoying her exercise at home. Have a look at her video for inspiration..

Please find the link on the end page of this bulletin.



Year 8 **Francesca Browning** has been completing Joe Wicks workouts every day as well as bike rides and trampolining.





Let's start of the History work with a wonderful example from **Freya Wilson** Year 7.



Who lived here?
Were they related to the historical character or were they in a relationship?

You could say he was a murderer in a way! No wonder he didn't have a good love life!

The historical character was very plump!

He wore a funny hat, sort of like baguette!

Did you know he wasn't expected to take the throne!

He was a bit of a hypochondriac.



He is the only English monarch to have ruled in Belgium!

He was a talented composer of music!



CAN YOU GUESS WHO IT IS?

Correct! It is King Henry VIII!

Henry had 6 wives.

He died in unfortunate debt.

He was buried next to his 3rd wife Jane Seymour.



ALL ABOARD

By **Aimee Kent** Y9 - 12.05.2020

My Dad's Grandad (my great grandad) when he was in the Navy. He was on board the HMS Vengeance which was re-launched version 7 in 1944.



Length : 212m

The ship has carried its name since 1758.

The ships motto was "I strike, I cover".

My great grandad (William) whilst serving in the navy travelled all around the world visiting Australia and many other places. Back in them days they had ladies that wrote to them to keep thier spirts up, these where know as penpals and in 1945, William married his penpal called Jean. In 1954 they moved to sittingbourne and William built the bungalow that i live in today.



Navy - The Royal Navy

Type - Aircraft Carrier

Class - Colossus

Pennant - 71

Built by - Swan Hunter and Wigham Richardson Ltd. (Wallsend-on-Tyne, U.K.): Wallsend

Ordered - 7 Aug 1942

Laid down - 16 Nov 1942

Launched - 23 Feb 1944

Commissioned - 15 Jan 1945



Riley Khalid Year 7

This was the photo that I used last week in my work. It is a photo of me and my brother at Stamford bridge Chelsea football ground to watch Chelsea vs man utd. I really enjoyed it because there was a tension rise between me and my brother as he supports man utd and I support Chelsea.

This memory is important to me because on the way up to London my brother made the trip fun for me because we both had some money and made a bet on which team was going to win. I also found the trip very funny because I have been to watch Chelsea numerous times now and it was my brothers fist time. He fears London; he does not know his way around and has always been scared that something bad may happen when he is there. And it did, my brother went to step on the train on the underground while I was already on it, but as he stepped the doors closed and I was off to the ground while he was stuck by himself somewhere around London. But luckily underground trains come every 2 minutes or so, he was able to catch up with me at the stadium where I met him. It was also funny because my brother could have got beat up by Chelsea fans because as they were announcing the line up he was screaming out that every Chelsea player was "crap." Sadly, Man utd won and my brother boasted all the way home and was so happy with the goal that we saw Rashford score. A free kick from almost 40 yards out was scored right in front of our eyes so of course that was something to remember. I am going to go to Chelsea many more times in the future and I don't think I will see a goal like that again so it was a good experience of the atmosphere and something good to remember later on.



Zachary Webb, a Year 7 student, video called his Grandad who is 72 and lived in the great floods of 1953 and interviewed him with the following questions.



This is actually my great-grandad Reginald collecting milk from the milk boat

When was the great floods? *The great floods were in February 1953.*

What caused the floods? *It was a high spring tide together with very strong winds that caused It overnight and there were no flood defences to stop it.*

How old were you when this happened? *I was about 4 and a half.*

How did you discover it? *I woke up early and heard lots of banging around downstairs when I went downstairs, I saw water about a quarter of the way up the stairs. I looked out my window and saw the road was very deep with water my cat was sitting on a floating wooden chair. I shouted out to my Dad and said "Dad ,Dad there is water on the stairs" and he called back to my mum "Doris did you leave the taps on?" and it was only when he came did he realise we had been flooded.*

Where did the flood effect? *The floods were all down the east coast of England and a good part of the island was flooded as there was no big sea walls to act as a defence. Suffolk and Norfolk were badly affected.*

Do you know if anyone died? *I am not sure if anybody died on the island as I was only small but do know people in other parts of the country lost their lives.*

What else do you remember? *The army was called in to help people but they did have an army unit and navy unit based on the island then. I remember the milkmen came in paddling boats so a 'milk boat' and there was a picture of your great-grandad Reginald getting milk from the milk boat. I remember it was very cold and we couldn't use electric heaters because water doesn't mix with electricity. We only had one gas heater which was in mine and my brother's bedroom which we could attach to a valve and keep warm/boil water. My nan and Grandad came to live with us upstairs in our house and their house was more badly effected. They had to come down a slide/shute into a lorry who brought them to our house. I remember me and my brother used our tin toy box to be used as a boat to go up the street.*

Was you scared? *No I wasn't as I was very young and found it fun. Just like to-day children didn't have to go to school. I think my parents were worried though.*

Is there anything else you can tell me? *Down in Sheerness you can still bring the floorboards up and see water underneath. There were no radios working at the time so the only way of finding out what was happening was through people talking to one another in the streets. We had no radios and no way of finding out about what is happening every where else*



How long did it last? *It took several weeks to go downstairs.*

Our thanks goes to Zachary and his Grandad for this glimpse into our local History.



Amelia Green , Year 7, has produced this wonderful
acrostic poem. Enjoy....

The Human Body

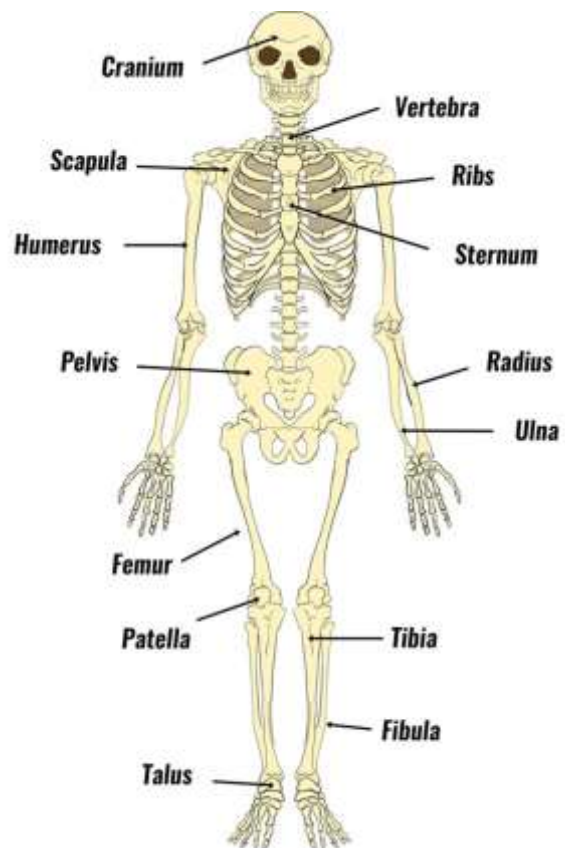
Between your bones you have joints

On your hand you have nails full of protein

Needed daily, for nerve function muscle contraction and blood clotting

Everyone has and needs an encephalon

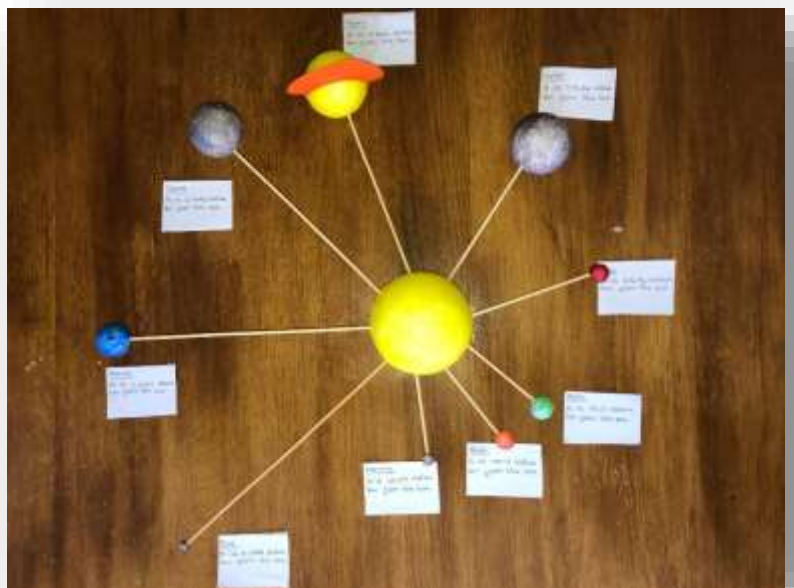
So they can control bodies



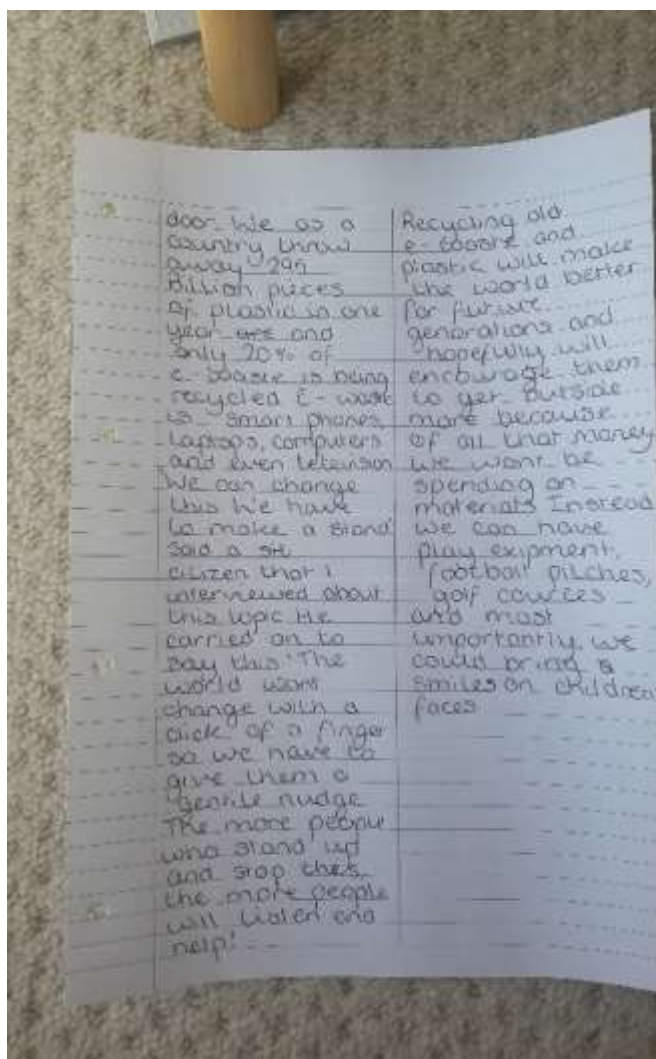
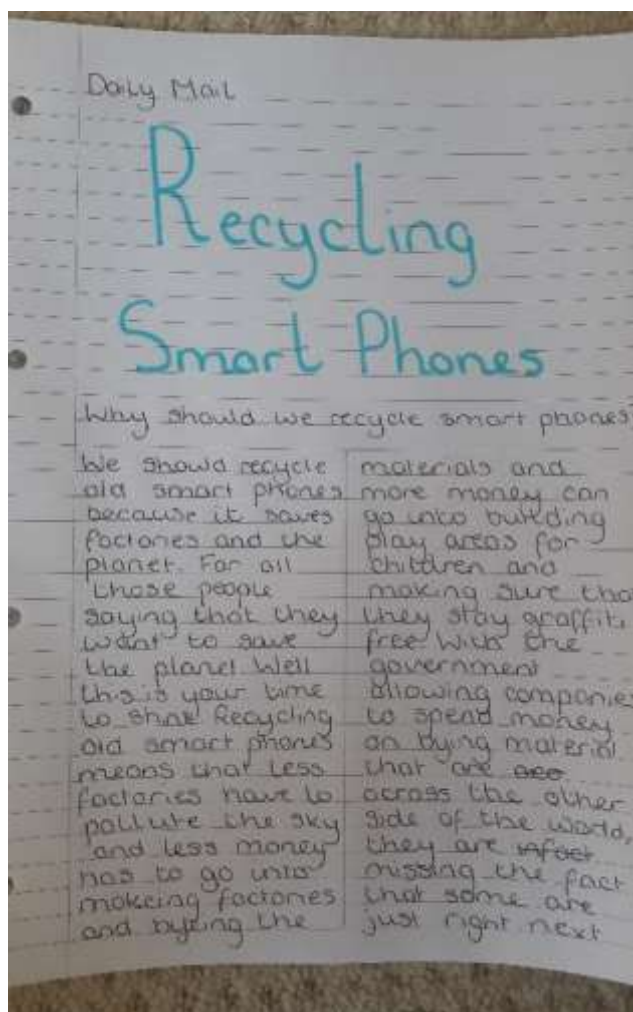
Amelia Green—take 2

1) Now that Pluto is no longer included, how many planets are there in the Solar System?	8
2) What is the smallest planet in the Solar System?	Mercury
3) What is the largest planet in the Solar System?	Jupiter
4) What is the hottest planet in the Solar System?	Venus
5) The sixth planet from the Sun features an extensive ring system, what is the name of this planet?	Saturn
6) The chemical element uranium was named after what planet?	Uranus
7) What planet in the solar system is farthest from the Sun?	Neptune
8) What is the second smallest planet in the solar system?	Mars
9) What planet is closest in size to Earth?	Venus
10) The moon Titan orbits what planet?	Saturn
11) What planet is nicknamed the 'Red Planet'?	Mars
12) True or false? Neptune is larger than Saturn.	FALSE
13) The Galilean moons orbit what planet?	Jupiter
14) What planet is closest to the Sun?	Mercury
15) What is the seventh planet from the Sun?	Uranus
16) True or false? Venus has more atmospheric pressure than Earth?	TRUE
17) Triton is the largest moon of what planet?	Neptune
18) What is the brightest planet in the night sky?	Venus
19) What is the third planet from the Sun?	Earth
20) Phobos and Deimos are moons of what planet?	Mars

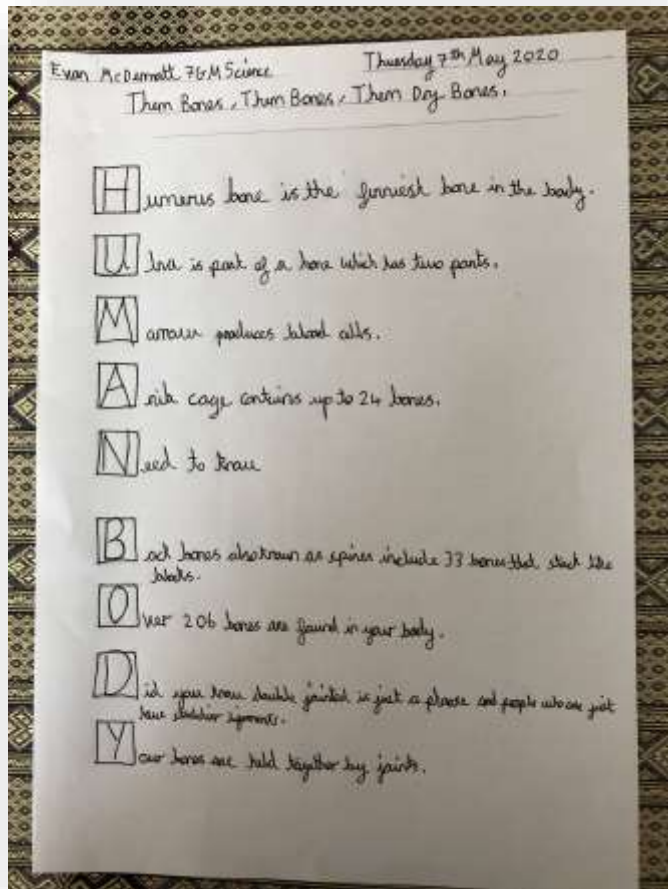
NB: I tried this quiz on my husband who thinks he knows a lot about the solar system. He got 17/20. Can anyone do any better? (Mrs Palmer)



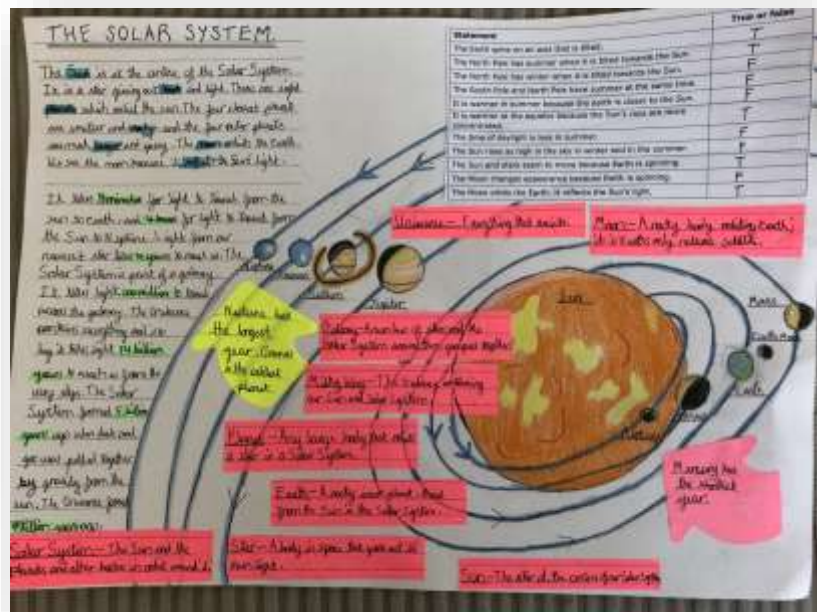
The Science topic was 'Mobile Phones'. Here is what **Sophie Woodhill**, Year 7, sent to her teacher, Mr Archer.....



Evan McDermott, Year 7, made a game of skeleton bones and wrote a fact based poem about the skeleton.



Evan McDermott Stares into Space....In The Best Possible Way



Solar System Answers

- 1. Neptune, Uranus, Saturn, Jupiter, Mercury, Venus, Earth, and Mars.
- 2. Neil Armstrong
- 3. Neptune
- 4. Uranus
- 5. No
- 6. Saturn, Jupiter, Neptune and Uranus.
- 7. When the Moon hides the Sun.
- 8. Yes
- 9. A sudden flash of light from the Sun.
- 10. Jupiter
- 11. Mercury
- 12. 5 billion 650 million miles.
- 13. 8 minutes
- 14. 13.6 billion years.
- 15. No
- 16. Nitrogen and Oxygen
- 17. 465 m per second
- 18. 687 days
- 19. 167, oC
- 20. 13, billion, 800 million years ago.

Luke Gibson

you are a YouTube sensation!!!!



The person with the longest arm can throw the ball the furthest

What I think will happen – the strongest person with the most power will throw the ball the furthest

Equipment needed – family members, ball, measuring tape, pen and paper

Method;

We each took it in turns to have 2 throws of the ball each, standing behind a marked line. I measured the distance the ball travelled and recorded the longest throw. I recorded each persons arm length and width and height to help me draw a conclusion.

Controls;

We all used the same ball

We had 2 throws each and used the one that went the furthest

We stood behind a line to throw the ball

We all threw overarm

We all threw with our predominant hand

Results;

name	Length of arm cm	Width of arm cm	age	sex	Height cm	Distance threw ball
Eva	60	20	9	F	140	12.38m
Luke	68	25	13	M	158	18.56m
Mum	72	26	43	F	158	12.80m
Dad	80	40	44	m	182	20.96m

Conclusion – see my video!

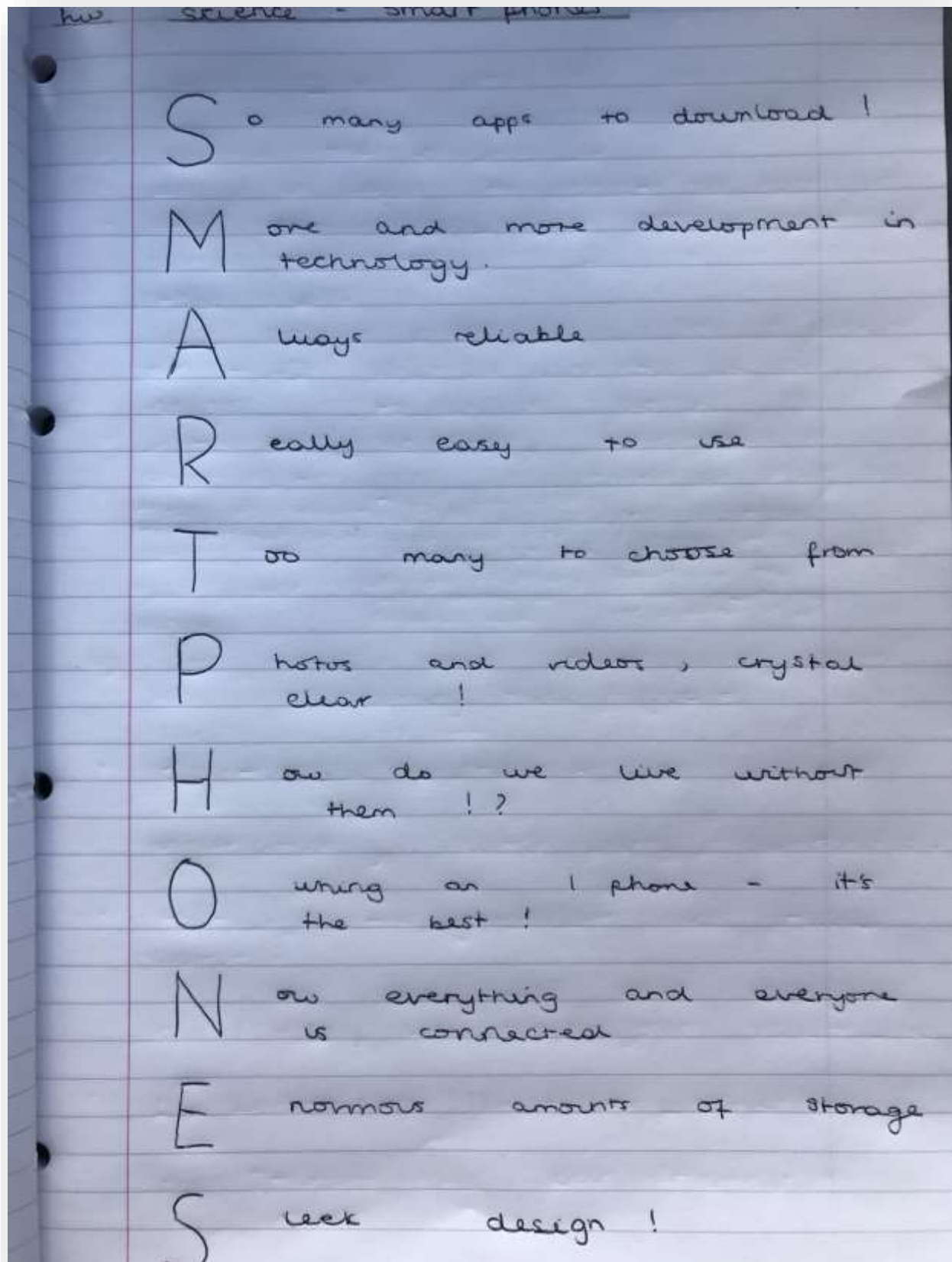
<https://www.youtube.com/watch?v=AT7LXuOgtVQ&feature=youtu.be>

We've been doing things a bit differently for Year 7 and 8 Science - they have had a new topic every week, and they have a choice of about 8 tasks that they can do, all of which relate to the topic. Some are creative, some are written, some practical, some stories/poems, some experiments. It's been hard work putting the ideas together, but it has created lots of choice for the students and it's been fun to mark, as you never know quite what you are going to get! Mrs Walsh.

Isaac Pellett has been making some skeleton parts



Year 8 student **Poppy Lemmon** has been using her creative writing skills to produce this wonderful poem.



And here is another example of the fantastic work being sent in.... This time from **Meghan Weller**, Year 8

Science home learning activities the human body

Create a quiz on the human body, of about 20 questions. Include the answers too.

What is a oesophagus? **It is connected to the throat and stomach, the oesophagus is the tube that allows your food to be taken down to the stomach.**

What is the upper leg bone called? **Femur**

Name 2 ways the human body can get energy? **Exercise and food (protein etc..)**

How many bones are there in a adults human body? **206 to 208 bones in an adults body**

In which part of the body would you find the sartorius muscle? **It runs down the full length of your thigh.**

Which type of blood cells help our bodies to fight infection? **White blood cells**

Approximately how many times does your heart beat every 12 hours? **103,680 times a day**

The 'taste buds' on your tongue detect five different tastes (salty, sweet, bitter, sour and umami). How many taste buds do you have on your tongue? **About 5000**

Your 'rotator cuff' is a group of muscles and tendons found in your? **Shoulder**

The average adult human brain weighs about? **1.5kg**

What is the name of the biggest part of the human brain? **The cerebrum**

What is the human body's biggest organ? **The skin**

The outside layer of skin on the human body is called the? **Epidermis**

How many lungs does the human body have? **Two (2)**

The bones that make up your spine are called what? **Vertebrae**

True or false? Your ears are important when it comes to staying balanced. **True**



2nd task

Imagine you have the power to create a new human body. What would it look like? Write a description about it, and explain why it is better than the original human body.

If I had the power to create my own human body it would be able to do many things like...

Breath underwater for a long period of time

Be very helpful to others

Run very fast

What it would look like...



My human body would look similar to what they are now but with a few twists for example instead of having normal boring fingers we can have speedy fast

hands/fingers which will allow us to write faster and it will only take a couple of seconds, another example would be having technological brains so we can think quickly and be very intelligent. These are my main few things that I would change about the human body.



Well done Meghan. Great work.

Karis Gous in Year 7, has built her very own solar system. It shows a great deal of thought and effort. Awesome stuff!



Callum Crayford, another fabulous Year 8 student with another fabulous quiz

The Planets Quiz



- Name the planets in the solar system
Earth, Mars, Saturn, Jupiter, Venus, Uranus, Neptune and Mercury
- What is the rhyme that is used to remember the planets in the Solar System?
- **My Very Enthusiastic Mother Just Served Us Noodles!**
- What planet is closest to the sun? **Mercury**
- What Planet is furthest from Earth? **Saturn**
- What is the name of our Galaxy? **The Milky Way**
- How many planets are there in the Solar System? **8**
- Who was the first person to walk on the Moon? **Neil Armstrong**
- Which planet is known as the Red Planet? **Mars**
- What is the Sun? **It is a star**
- What is the name of the biggest planet in our Solar System?
Jupiter
- What is the force called that is holding us to the Earth?
Gravity
- Has a person ever set foot on Mars? **No**
- What Planet is famously known for having a ring around it?
Saturn
- Venus can be seen from Earth, True or False? **True**
- Mercury is a hot planet, True or False? **True**
- Does Neptune have supersonic Winds, True or False? **True**
- Which planet has the most moons? **Jupiter**
- How many Gas Giants are there in the Solar System? **4**
- How many Dwarf Planets are there in the Solar System? **5**
- Jupiter has double the mass of all the other planets combined. **True**



Ruby Dighton in Year 10 will ,every lesson , complete all the work set, she doesn't just do the bare minimum , she write pages of neat notes and consistently goes this little bit further.



Grace Lee in Year 10M completed an additional optional task. A 20 question quiz with answers.

Science Work

B1 Questions and my answers.

1. What are 2 type of eukaryotic cell? **Animal and plant.**
2. What type of cell are bacteria? **Prokaryotic.**
3. Where is DNA found in animal and plant cells? **In the nucleus.**
4. What is the function of the cell membrane? **Controls movement of substances into and out of the cell.**
5. What is the function of Mitochondria? **Site of respiration to transfer energy for the cell.**
6. What is the function of chloroplasts? **Contain chlorophyll to absorb light energy for photosynthesis.**
7. What is the function of ribosomes? **To enable the production of proteins (protein synthesis)**
8. What is the function of the cell wall? **To strengthen and support the cell.**
9. What is the structure of the main genetic material in a prokaryotic cell? **Single loop of DNA.**

10. How are electron microscopes different to light microscopes? **electron microscopes use beams of electrons instead of light, cannot be used to view living samples, are much more expensive, and have a much higher magnification and resolution.**
11. What is the function of a red blood cell? **To carry oxygen around the body.**
12. Give 3 adaptations of a red blood cell. **No nucleus, contains a red pigment called haemoglobin, and has a bi-concave disc shape.**
13. What is the function of a nerve cell? **To carry electrical impulses around the body.**
14. Give two adaptations of a nerve cell. **It has branched endings and a myelin sheath which insulates the axon.**
15. What is the function of a sperm cell? **To fertilise the ovum (egg.)**
16. Give two adaptations of a sperm cell. **It has a tail and it also contains a lot of mitochondria.**
17. What is the function of a palisade cell? **To carry out photosynthesis in a leaf.**
18. Give two adaptations of a palisade cell **Lots of chloroplasts, located at the top surface of the leaf.**
19. What is the function of a root hair cell? **To absorb water and minerals from the soil.**
20. Give two adaptations of a root hair cell. **It has a long projection and contains a lot of mitochondria.**

Mrs Walsh sends a well done to the following students who put considerable effort into their Chemistry review paper;

Kiera Hotham

Kai Prendergast

Madeleine Lewis

Ellie Scott

Summer Long

Joshua Vanns

Here is another outstanding clip from **Luke Wilson**. He may have a potential career in teaching if he carries on!!!

<https://www.youtube.com/watch?v=GOevt1RzFkw&feature=youtu.be>

Mr Morris also wanted to acknowledge the following students saying that they "have consistently sent us work and been working very hard at home in both A-Level Biology and Chemistry. "

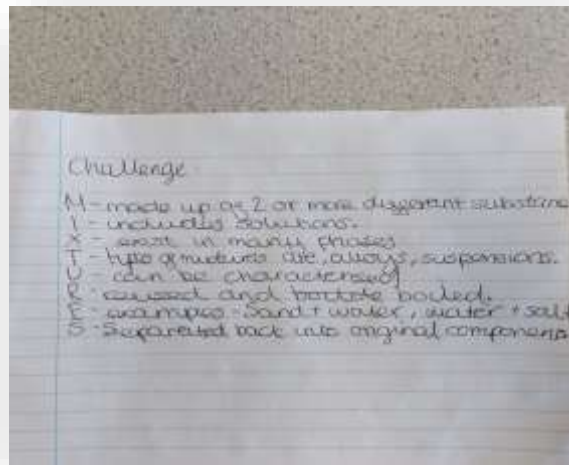
Mahdin Chowdhury

Hannah Davies

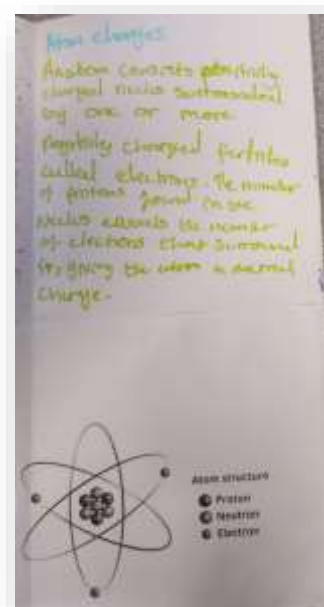
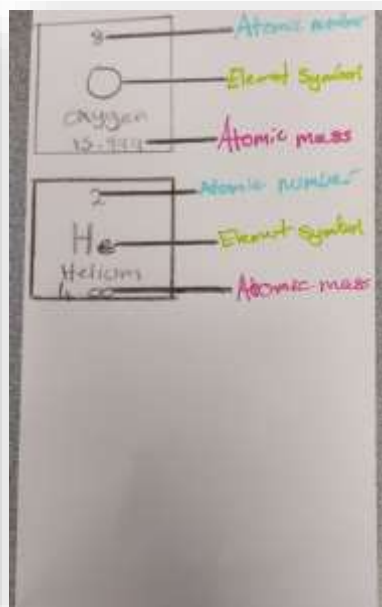
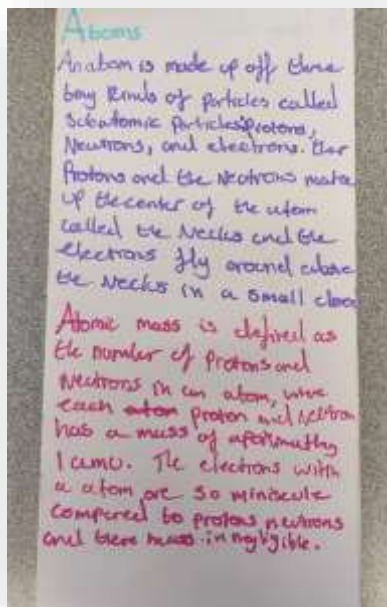
Rosie Douglas

Kirsty Genfi

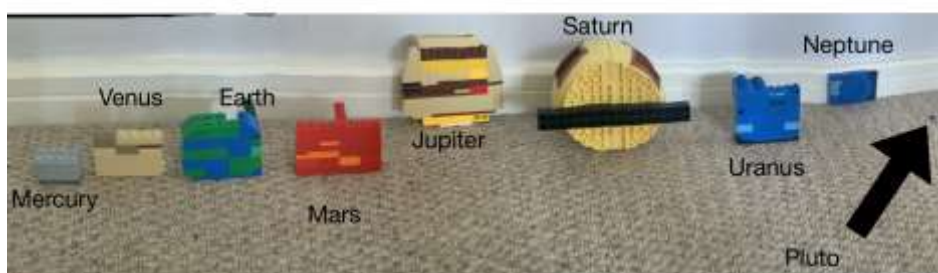
Maija Harding in Year 9 produced this acrostic poem on mixtures which particularly made Mrs Szczesnowska smile!



Lily Rose King also in Year 9 produced this fantastic leaflet on atomic structure.



Harrison's super solar system



Some sizes of planets may not be correct or exaggerated

Harrison Goldsmith
 lego model of solar system
 Outstanding work

Francesca Browning

Year 8

Science – Smart Phone Poem

Smart phones are useful technology,

Mainly talked about in physics, chemistry and biology.

Any elements in the phone?

Rare ones like terbium, yttrium and of course gadolinium!

There is a process that strengthens the glass so that your phone will continue to last.

Phones have more than what you see,

Hopefully next time in lesson you will listen to Mr T.

One more thing you need to know: aluminium covers the phone,

Now you're there- look at you go!!!

Everyone in the class can now go home... (We're already there :)



We have also been hosting some wonderful lessons for students within school. Mrs Szczesnowska decided to share some of their creativity

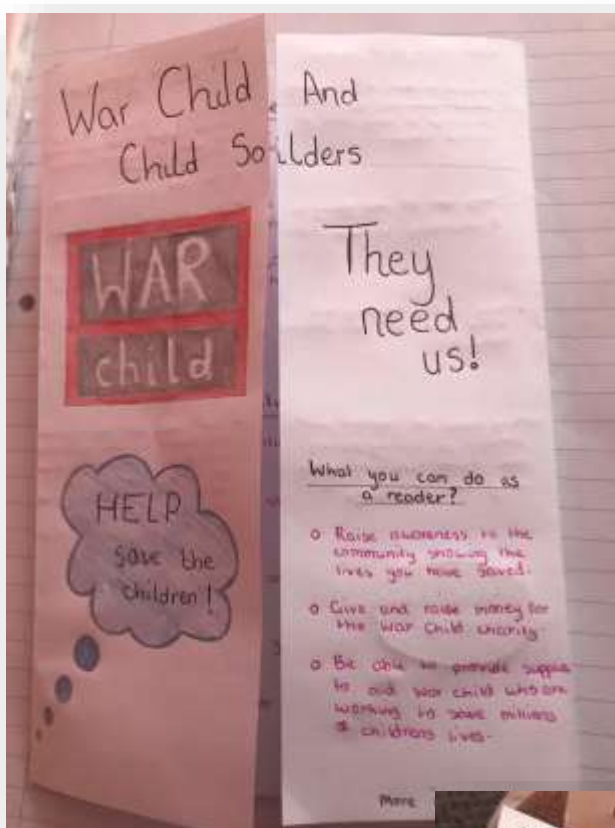


Today they made some Ha-ma Bead creations

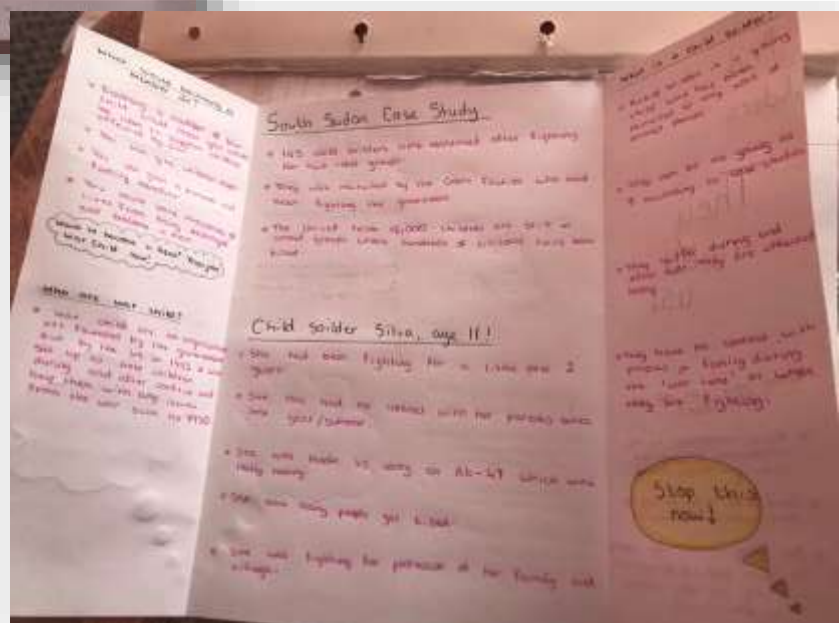




Annalish— Year 9



We have received some really great work from our Year 9s who have been doing a project on Child Soldiers



Child soldiers by Grace McKeown Year 9

LO- To explore how people might help child soldiers

Write 20 words about this topic

The poor displaced and children separated from their families or those living near a combat zone are the vulnerable targets recruited by the armed groups.

Tell me why this picture links to child soldiers

The children are easy to manipulate and believe they would be offered food and security and put their trust in the adults.

Research who WarChild are.

War Child is a non-governmental organisation founded in the UK in 1993

What is their mission?

Works towards a world in which no child's life is torn apart by war. Committed to support these children to overcome their experiences and have a real chance of a better future.

What do they do?

They are committed to protecting and supporting children affected by armed conflict. They contribute to a peaceful future for the children and their communities and make their voices heard.

What is the best way for WC to help and why?

To provide safety, access to education, offer support.

Helps children recover from their experiences and give them the confidence and opportunity to build a brighter future for themselves.

Holly Dodd - Year 9

WarChild protect, educate, and stand up for the rights of children in war.

They aim to reach children as early as possible when conflict breaks out, and stay on to support them

They do this by:

Protection - rehabilitating and reintegrating 'former child soldiers', working with legal systems to improve justice for children, setting up child helplines and community-based child protection networks, and reunifying children with their families.

Education - They set up safe temporary learning spaces as soon as children are displaced, provide learning materials, and train teachers in how to support children who have experienced trauma. They also allow children and young people who need other help – medical or psychological for example – to be identified and supported.

Livelihood - War Child's work goes beyond providing protection and education for children during conflict. They also deliver long-term, sustainable food assistance and 'livelihood' support to young people and their communities – creating a more secure future and safer environment for children.

Advocacy - For War Child, advocacy means speaking up for a cause, or giving a louder voice to children who need it. They stand up for the rights of children in war and also tackle the root causes of conflict. A lot of what they do is about persuading other people to help, to take action, or make vital changes.

Leaflet -

Tell me who War Child are

Tell me what a child soldier is

Case studies of child soldiers

How your work as a member of War Child will
help child soldiers

What the reader can do to help



Callum Crayford, Year 8, finds out why it is so important that we promote anti-discrimination and equality in our society

Equality and anti-discrimination can be described as treating everyone fairly regardless of gender, age, race, appearance, religious beliefs, sexual orientation and ethnicity. It is important that these things are promoted in our society for the following reasons.

Everyone should be entitled to the same opportunities, for example, men and women should be allowed to do the same jobs. Being a builder is not just a man's job, a woman can do this too as well as being a hairdresser is not just a woman's job, a man can do it too.

To make sure that people don't feel left out. For example, a disabled child should not be excluded from being able to play just because they are not the same as the other children.

To make sure that people are not attacked and abused just because they are different from someone else. For example, someone who is gay does not deserve to be bullied and discriminated against just because they love someone of the same gender.

To make sure that we are not horrible and afraid of people who are different to us. For example, some people are horrible to people who wear turbans or other religious clothing because they make an assumption about them. This is not acceptable.

How can we ensure that equality is promoted in schools and in society in general?

We can ensure that equality is promoted in schools and society in general by doing the following things.

Make sure that Equality Laws are being used and promoted in schools and society. For example, the equality act would ensure that all children are included in school regardless of their religion, race, sexual orientation and disability. This would also be used in society. For example, everyone has the right to use public transport - not just certain people.

Pay attention to people's needs, for example, if you have a student who is blind then you would need to make sure that they have the support they need so that they can be included at school. In society, if there was a blind person walking out in the street with the help of a blind dog you would move out of their way and not touch the dog.

In school you could have celebrations to celebrate the differences in people. For example, my sister's school held an international language day and everyone took part and learnt about different cultures within the school.

Making sure that people have the same opportunities and are included. For example, both boys and girls should be allowed to play for the same sports team they should not be excluded just because they are a boy or girl. The same should happen for sports that are played outside of schools.

There should be support groups for people who feel that they may have been discriminated against so that they have somewhere they can go for help and to feel safe.

Maddison Epps Gates, Year 8, sent this work from home and shared her thoughts with us.

Make sure young people get a job

Protect/ improve the environment and animals

Improve schools- practical's and trips such as 'forest schools' (go into a forest with a group, learn how to make fires, food in the wilderness ect (helps boost confidence), more lessons such as sign language.

Plenary quiz

- What are 3 political parties? **the conservative party, the labour party and the green party**
- What are 4 things the government makes policies about? **Education, environment, health care, minimum wage**
- What are 2 leaders of any of the political parties? **Boris Johnson, Keir Starmer**

Our three issues	What we want to achieve (our aims)	How we can do it
Make sure young people get a job	Provide more jobs for young people Make sure they have the right skills Make more apprenticeships available	More people come in from local businesses to talk to students- better job advertising, the school could have a board on their website where businesses can put their information down. E.g. paper rounds, Saturday and holiday work, apprenticeships/ general part time work. A career adviser, students can go to/call/email for extra skill courses. Have schools work closely with employers and a skill centre/ college dedicated to apprenticeships
Improve/ protect the environment and animals	Cleaner towns, cities and country sides Promote cleaner travel Protect the county sides, have more nature reserves and help animals that are in towns that don't have homes	Set up volunteer groups; ask schools to get involved, set bigger fines. car sharing, electric cars, bikes, skateboard, scooters, roller skates, Get schools involved; help relocate animals to safer places, setup government run a holiday program/club for children and teens to learn to help and protect the environment as well as animals.
Improve schools	To help children/ teens have a better understanding of the environment and to help boost their confidence. Practical learning More lessons (sign language)	Forest schools, and the above programs More days/ week events learning about a certain topic/ subject- people coming in and acting/ the students acting- more hands on, less paper work. more lessons to help with communication or other lessons students may find interesting



Ella Keene Year 12

Media Representations



Outline and explain two ways in which the media represents ethnic minority groups

One way in which the media represents ethnic minority groups is by presenting them as criminals. There are often stereotypes surrounding black youths that associate them with knife crime, this can be shown through different medias: films like 'The Hate U Give' which portray the gang and gun violence that occurs in black communities in America, a black drug dealer was shot by a white policeman in a traffic stop and the film is about the journey to get the policeman brought to justice, however when put to a jury they don't indict because of how the black man lived. However, Pluralists believe that these are not stereotypes but that the media report in an unbiased way and that they are objective. However, as a result of this the media may create fears for the white majority and shape opinions on ethnic minorities. This shows that the media presents ethnic minorities in a sometimes-stereotypical light, however many believe that it is a realistic portrayal.

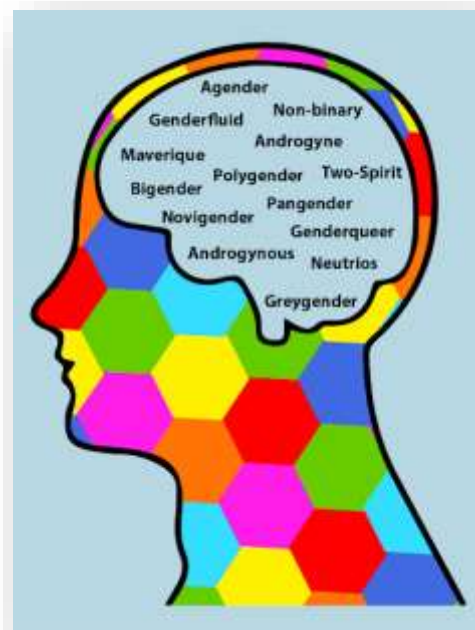
Another way that the media represents ethnic minorities is through presenting them as less important than the white majority. This can be shown by the different pay gaps that were seen between different ethnicities. On average there is a 20% dip from white British to Bangladeshi group, however Chinese ethnic group can earn 30% more than white British employees. This enforces the Marxist idea that the media is an ideological state apparatus meaning it reinforces the idea that ethnic minority groups are less important than white ethnicities so as a result they stay in the working or middle class. Despite this some ethnicities such as Chinese, have more ability to move through the social classes due to the stereotype that they are smarter. This shows the media represents different ethnicities as having different levels of importance.

Continued.....

Outline and explain one positive and one negative media representation of sexuality

One negative media representation of sexuality is the idea that they are stereotyped into being deviant and that any type of homosexuality is wrong. In 1992 Craig found that there were often only two portrayals of gay men: being very camp and exaggerating flamboyance or macho men often in uniform made into erotic symbols. This creates a very toxic environment for men that can be harmful as they feel they can't be feminine and had to be macho because otherwise they were 'weak'. This encouraged self-destructive behaviour such as excessive alcohol use or drug abuse. The internet company BT introduced an internet filter in 2013 that would block LGBT content along with information about abortions, sex and STIs. This only reinforces the idea that being LGBT is deviant as it should be hidden from people. This shows that the media shows sexuality as a negative thing which as a result has negative impacts on people in the community.

However, positive representations of sexuality and transgender have increased in the last 10 years. Bachelor et al discovered in 2004 that in terms of publicising sexual health information, the idea of saying 'no', exploring consent and whether couples were 'ready' were highlighted in many teen dramas. The Netflix production 'Sex Education' looks into all types of sexual troubles that many teens may come across in everyday life. As well as this in 2015 the BBC saw its first transgender character played by a transgender actor in the show 'Boy Meets Girl'. Despite all this progress there is still a lot of homophobia and transphobia in the media when the university of Alberta looked at tweets containing four specific negative terms from 2012-2015, there were 56.5 million homophobic comments. This shows that in the media there are often positive portrayals and the media is moving forward to be more inclusive to the LGBT community, however there is still a lot of prejudice surrounding homosexuality.



Jessica Barnish, Year 12

Gender Representation In the media

Over the last 50 years the representation of Gender in the Media has changed drastically. The 1950s are seen as a period of conformity with both men and women observing and following strict gender roles enforced by the media. In 1950s , media gender roles were stricter than they had ever been in prior years.

Gender Representation in 1950s Media

Men were portrayed in the media as being dominant figures who were the breadwinners and the leader of the family. Men were portrayed as not being sensitive or easily influenced but instead were portrayed as being tough, blunt, and decisive. 1950s media often depicted “Real men” who followed these rigid norms. 50s media showed clear differences between both genders with men always being dominant over the women or being better than and talking down to women. Tv shows such as “Leave it to beaver” and “The adventures of Ozzie” commonly showed this in scenes such as these : [Leave it to beaver clip](#) & [The Adventures Of Ozzie Clip](#) a lot of 1950s shows revolved around simple plots involving families where everyone has a clear role in the family. The show Leave it to Beaver (mentioned above) depicts the father Ward Cleaver as being a working man who leaves for work in the morning and comes back home for dinner to solve the problems for his sons meanwhile the Mother June Cleaver is depicted as being a housewife with a constant smile on her face whose main purpose was to do the housework and care for her sons. Tv shows such as these reinforced masculine and feminine gender roles throughout the 50s and portrayed the traditional nuclear family as the best family type. On the other hand, women were portrayed as the opposite. The women in 1950s media were portrayed as being sensitive and weaker than their male counterpart women are often depicted with having unstable emotions, being overly sensitive and being submissive to men.

Body image was also an important part of gender in the 1950s media with women’s beauty standards being focused on a perfect hourglass figure and a youthful pale complexion and updos. These looks were promoted by many celebrities and magazines promoting easy ways to gain and lose weight as well as clothes such as corsets and girdles to shape the body and achieve this looks. Men’s body standards were also heavily promoted with men being clean shaven with short hair. These standards were often marketed in the media appearing on all forms of media.



The Result of Gender Representation in the media of the 1950s

The 1950s media helped create a toxic society where domestic violence was acceptable and very common. This is most likely due to the way that gender roles are presented in popular 1950s media these hyper-masculine roles being a part of a child socialisation may have led to violence in the home.

The reason I talk about the media in the 1950s is because this is where gender roles begin to change the 1950s is the period before the “Sexual Revolution” which happened between the 1960s – 1970/80s which challenged the traditional means of behaviour and ideas about sex. This is important because this influences the current media. (The sexual Revelation is also important when talking about sexuality in the media)

Continued.....

Gender Representation in 2000s Media

How gender is represented in the 2010s is very different to that of the 1950s the representations of women have changed to reflect cultural and sociological changes however there is still strong stereotypes and expectations appearing in the media. Women are often defined by how men see women or by how society expects a woman to look and behave. Representation of women in the media tend to focus on how sexual and how emotional they are as well as the relationships they are in. Women are also heavily underrepresented in modern media women are usually less focused on in the news with approximately 13% of news stories being focused on women and when women do appear it tends to be as a plot device for a man where the sole existence of that character in media is to develop the male character. The representations of men have also changed since the 50s with men now being portrayed as more in touch with his “feminine side” and being more interested in romance, fashion, fitness and health however the main focus is still focused on traditional ideas of masculinity where men are strong, heroic and tend to survive against all odds these heroic representation of masculinity can be seen in most modern media. The media likes to focus on men’s physical and emotional strength as well as their position of power.



ness and health however the main focus is still focused on traditional ideas of masculinity where men are strong, heroic and tend to survive against all odds these heroic representation of masculinity can be seen in most modern media. The media likes to focus on men’s physical and emotional strength as well as their position of power.

Body Image

Both genders are presented in an over sexual way in modern media. Many cultural critics accuse media of using sex in media. An example of this is portraying men and women in a sexual way during adverts. Studies have shown that adverts featuring nude or partially nude women have increased nearly 30% from 1979. In addition to this magazines like Vogue and The Rolling Stones often portray women in a sexualised manner this happens with men as well but in a much lower frequency. Some companies such as have gone as far as to feature teenage models as young as 15 in overly sexual and provocative poses. Recent analysis has found that almost 30% of clothing items available for pre-teen have sexualising characteristics that emphasise or revealed a sexualised body part such as push up bras, short skirts and extremely lowcut tops. This over sexualization can also be found in music, film, and Video games.

This overly sexualised view has created a lot of body image issues and other issues within society. According to a study done by Dove six out of every 10 women feel pressured by social media to look a certain way and 8 in every ten women feel under pressure to never make mistakes or show weakness. Men also struggle with body image with 53% of men feeling uncertain about their appearance once a week or more and with 41% of men worrying about people judging them for their appearance. Some people also argue that this oversexualization of people in the media reinforces negative stereotypes and increases psychological and psychiatric disorders such as body dysmorphia, anorexia nervosa and Bulimia. There is also been a link between sexual violence and the over sexualization in media.

Media Project by Toby McGinn - Year 12

Media Representation of Disability

What is Media?

Media are the communication outlets or tools used to store and deliver information or data.

Media Representation refers to the way people are presented in the media.

What is Disability?

A physical or mental condition that limits a person's movements, senses, or activities

How is Disability represented in the media?

Exam-
ples:



Above are three images that show an insight into how disability is presented in the media, focusing of the television and film side of the media. On the left is a picture of the film Wonder, this film is about a boy with severe facial anomalies who is entering secondary school. This presents disability in a positive way, it shows throughout that even though he has a disability, it is not something negative that will hold him back. This film shows that he is like everyone else. There is no stereotype surrounding him, just that he is like many boys his age, which is the point of the film, and book, to show that. The second image is from Silent witness. A popular detective drama, one of the main characters has a condition called arthrogryposis multiplex congenita. She is an integral part of the show, and her disability does not affect her role in the series, she is just another character in the show. This presents disabilities as the norm, the character fits in just like any other character, showing that it is the norm to have people with disabilities in the media. The last picture is from a TV show called the undateables from channel 4. The show follows people with disabilities going on dates to help them find a partner. Some may consider this as offensive, as it may seem to exploit disabled people for entertainment, but in my view, it is no different from any other show, it just purely focuses on disabled people. In addition, the people choose to go on, so the people on the show must like the idea for them to go on, showing a positive image of disability.

Continued.....

Some may think there are many stereotypes of disability based on the evidence supported. For example, Barnes 1992 found that stereotypes in the media of disability consisted of being curious as able-bodied find them interesting to watch and that they are not fully integrated in community life. I find this incorrect, as an example I used of Silent Witness, shows a disabled character fully involved. Philo and Bryant, 2011, found that there was a massive increase in the reporting of disability in the early 2010s compared to the early 2000's. However, while some views of disability have changed, some disabilities were being presented negatively, such as mental health.

Sociological Explanations

Pluralists: The media representation is accurate to how they are portrayed in society

Social Constructionists: Oliver 1998, Barnes and Mercer 2003 argue that the media creates meanings attached to disability. For example: They reflect prejudice felt towards disabled, presented as dependent and are often not truly consulted or represented accurately.

Postmodernists: More positive views and representation is growing as disabled have greater platforms to speak about the topic

MEDIA REPRESENTATIONS PROJECT – 6

AGE



By Caitlin Fuller Year 12

Babies –

Media representations of babies are ultimately extremely positive due to the innocent and gentle nature that has been created in association to them.

Cute; Babies are usually portrayed as very cute, harmless and innocent by the media. This is a common stereotype of babies, appearing in advertisements, TV programmes, magazines etc. This is often used to attract customers to buy their products/donate to a cause. For example, the 'National Association for Organ Transplant' used a baby who appears to be ill and in need of a donor on the front cover of their campaign, which we could imply has been used to make us feel sorry for the baby and want to donate to their specific cause. Another example of this is an advertisement from 'Pampers' which has a 'cute' baby/toddler on the front who changes from crying to smiling, suggesting to its audience that their nappies have that effect on babies. Its 'cuteness' helps to sell the product as cute babies can be considered a crowd-pleaser. For example, the 'Charlie bit me' video that went viral on the internet several years ago gained a lot of attention and the public liked it due to the fact it was specifically a 'cute' and 'defenceless' baby that bit his older brother, reflecting the impact they can have.



Continued.....

'Miracle babies'; The media also represents babies as being strong, brave fighters. In the news it is very often that we read about a baby who has overcome a life-threatening illness or survived something extremely tragic. The articles I have inserted are some good examples; a baby that opens his eyes as he doctors were about to give up and remove him from life support, and a premature baby that beats scientific predictions and celebrates turning 1 whilst healthy.

'Lifeless' baby opens eyes just before he's about to be taken off life support

Osian Bedford was born blue and unresponsive at Leicester Royal Infirmary - just as his parents were preparing to say their goodbyes the newborn's health took a remarkable turn for the better

Miracle premature baby born at 1lb 10oz beats all odds to live to first birthday

Doctors said Harry Muldrew, from Birmingham, was unlikely to survive when he was born 16 weeks early and his parents were told to say their goodbyes

Children –

Little devils; Children are often represented by the media in TV shows as 'little devils' or 'trouble children'. They appear to do things that are considered to be bad, such as pranks, rebelling against parents, misbehaving in school etc. A well-known and popular example of this is the character of 'Bart' from the famous television show 'The Simpsons'. His character is best known for his mischievousness, rebelliousness and disrespect for authority, as we see him act upon his feelings on multiple occasions throughout the series. Another example of this are the children from 'Nanny McPhee' whose parents hire a new nanny to take care of and discipline them out of their disastrous behaviour. They disobey her and play many tricks on her along the way. This representation of children creates an extremely negative image of their age group, enforcing the idea that all kids are like this, when they are in fact not.



Victims of terrible crimes; The media represents children as one of the most common age groups to be victims of horrendous crimes. These vary from abuse, all the way to kidnapping and murder. There have been many famous cases of this over the years, creating a lot of attention surrounding this issue with children and criminals. An extremely famous example which has now formulated many conspiracies is Madeleine McCann who went missing whilst on holiday in Portugal as a young child, to this day her disappearance has not been solved, however many believed she was kidnapped and murdered. Another well-known horrific case involving children is the murder of April Jones who was kidnapped, and a year later fragments of her bones were found in the fireplace of a 46-year-old man's home. Both stories have generated a huge amount of media and press coverage, all over the world, sparking conversations about how much we should protect the children of the world as they appear to be extremely vulnerable. This links to ideas from Heintz-knowles 2002, who believes that children are innocent and should be protected, particularly from risks that may lead to situations like these.



Extraordinary; Despite some ideas on children that are negative, the media also represents them as extraordinary, giving recognition to those who are prodigies or children who have done amazing things with their intelligence. An example of this is 'Child Genius' a Channel 4 reality competitive programme. The show involves a group of child prodigies competing a series of tasks such as spelling extremely long and rare words, to gain the title of the 'child genius'. The children on the show have an incredible talent, with one being the world's youngest University graduate at only the age of 9. There are also articles everyday featuring stories about astonishing things that children have done, for example, child prodigies have recently developed ventilators and automatic hand-sanitiser machines to help fight the current coronavirus pandemic. The children behind this were only as young as 8 and 12 years old.



Child prodigies develop ventilators, automatic hand-sanitiser machine

Prashant Awasthi | Mumbai | Updated on April 15, 2020 | Published on April 15, 2020



The inventors -
Vinayak and Kartik
Tara - are eight-years-
old and 12-years-old
respectively

Continued.....

Accessories; There is a debate in the media that children could almost be seen as 'accessories' to those in the public eye. Some suggest that they are seen as objects to celebrities to 'humanise' them, taking attention away from the glamorous lifestyles they live and instead creating focus on some of the 'real' things in their life that most people experience. Some examples of famous people with children are the Beckhams who now have 4 kids; 3 boys and a girl, and Kylie Jenner who had a daughter with Travis Scott in 2018.



Modern; The media represents children now, completely differently to how they were represented 50 years ago. Children in our modern world are beginning to appear more and more like adults, both physically and mentally as their knowledge of certain topics from such a young age is becoming questionable. For example, children who are models are beginning to act and pose in more mature ways, with some beginning to pose in bikinis on Instagram and other social media platforms from the young age of 7. There is also a noticeable number of young girls on these platforms wearing excessive amounts of makeup and revealing clothing.



To add to this, this is an example of an article from a newspaper, questioning how much a child as young as 4 should know, reflecting how society has changed and therefore different parenting styles and approaches are under review and being experimented with.

The media majoritively blames social media for the children of our society growing up too quickly. Many articles are released every week on children's access to social media and technology, with most stating that they simply not be allowed at such a young age, due to exposure of inappropriate and adult subjects that it offers to them. Shocking statistics show that...



Ofcom's Children and Parents Media Use and Attitudes report found that 46% of 11-year-olds, 51% of 12-year-olds and 28% of 10-year-olds now have a social media profile. This reflects how children are changing, particularly due to the significant impact that social media could have on a child's knowledge and opinions.

Active Consumers; Children are starting to become active consumers. Television adverts often portray children as having a consumer need and appetite for toys, games, the latest child-gadgets etc. There are even YouTube channels now that have been created which carry out the same function. This has led to pressure from children towards families, manipulating their parents into getting these goods, linking to an idea from Evans and Chandler 2006 who believe that TV adverts socialise children to become ACTIVE CONSUMERS i.e. through watching toy adverts and this promotes PESTER POWER. Advertisements have created the idea to their child audiences that spending money on the particular product being advertised will increase their status in the eyes of their peers as they have the 'coolest new ...'. This is another representation of children which could be linked to Heintz-knowles 2002 who stated that children are primarily influenced by peers rather than engaging in societal issues such as racism. Children are creating a new generation focused on social status and materialism.



Youths –

Positive influencers; This links to the Postmodernist view that youths are NOT ALWAYS associated negatively with the media. Many youths are users and even creators of media i.e. blog and website pages and social media profiles and Apps. For example, there are many youth influencers who

are putting out positive messages such as Millie Bobby Brown, age 16, who since rising to fame has used her attention to put out inspiring messages to the public. An example is this headline here which recognises that she has opened up about using social media in a good way and the importance of self-care. She provides an extremely good role model and beats all negative stereotypes of teenagers/youths and is one amongst many who are doing similar things. Cont.....

Exclusive: Millie Bobby Brown Opens Up About Using Social Media for Good and The Importance of Self-Care with Her BFF Miquela

A social problem; Every day attention is drawn to the negative roles that youths play in our society rather than positive, portraying them as a whole as a terror to the community, when in reality it is a small fraction. Wayne et al (2006) found that out of 2,130 news items on main television channels, 286 specifically focused on young people as either victims of crime or more commonly, perpetrators of crime. Wayne et al claims that this distracts from real social problems in society, such as homelessness and unemployment. An example of this is the article below...



Should hooded youths be banned from our streets and shops?

GANGS of hoodies are bringing terror to our streets, menacing communities, breeding fear and putting at risk the peaceful way most of us want to be allowed to live our lives.

By JAMES MURPHY, DAVID RODRIGUEZ AND MATT ORRIDGE
PUBLISHED 10:25 AM, MAY 22, 2009

This targets youths as a group, discriminating against those who are innocent and creating a negative image which is inaccurate for most. Pluralists argue that the representation of youths simply reflects social reality, whereby youths DO commit more crime than any other social group. In opposition to

this, Interactionists believe that youths are labelled by older generations as deviant and the older generation therefore use the media as a means of social control i.e. teaching what is right and wrong through disapproving stories in the media and stigmatising their behaviour

Elderly –

For the 65+ age group, other factors interact with how they are presented in the media; including their class and gender.

Upper class males aged 65+ are often presented in the media with high status in TV dramas and films, for example, as successful business owners, experts and politicians.

Males also tend to dominate news reading even after the age of 65, with older women relegated to radio as they get older and remain working in the media industry.

Old age is often DEVALUED in the media, because of the emphasis on youth and beauty and the ideal body shape, in addition to a strong emphasis on anti-ageing advertisements.

Age Concern 2000- Found that media portrayals are AGEIST i.e. prejudiced against the elderly, as the media presents them in three ways:

Grumpy- Conservative, stubborn and resistant to change.

Mentally challenged- Ranging from forgetful to senile.

A burden- An economic burden on society i.e. pensions and healthcare and as a social burden on family and friends due to being looked after.



BUT- This may be changing, due to the growth of THE GREY POUND, which is where the media needs to be attractive to the elderly, as they are likely to consume/buy it.

Lee et al (2007)- 91% of portrayals of elderly are of 'THE GOLDEN AGE' of older age, such as being active, alert, healthy and content i.e. rested and retired.

Caitlin Fuller

Sociology A-level by Soc Onye Agwu (Year 11)

This series of exercises will introduce you to some of the **key terms** used within Sociology A-level. The key terms are numbered and there are tasks included for you to complete. You will finish by completing a definitions table of each of the key terms, using your understanding from reading the terms.

Once each of these key terms exercise has been completed, there will be some exercises where you can look at some aspects of society and use your new-found knowledge of key terms to help you to understand and discuss what is going on. But that's a few weeks away yet ...baby steps.

Remember, each of these exercises should only take about an hour per week; some may take a little less, some a little more. If you find anything really interesting you can always dig deeper into it yourself – independent learning and further reading is a key skill for all A Level subjects.

Key Term 1: Socialisation

TASKS

Make a list of 8 behaviours that you have been taught are correct to perform in society.

Respect others opinions and beliefs

Wear a seatbelt in a car

Be polite in interviews

Trying your best in school

Using indoor voices in buildings

Not drinking alcohol whilst driving

Stopping at a red light

Obeys newly placed government laws

Make a list of 8 behaviours that you know you would get you into trouble in society.

Discriminating based on race

Stealing from people/shops etc

Trespassing

Hacking

Scamming

Harassing people

Cheating on a test

Not paying bills

Think about your own development- what things in your life have shaped the person you have become

Your speech, your attitudes, your dress, your interests etc.

Having an older brother has helped me learn things through his past experiences and also naturally makes me to dress and have the same interests as him like drawing, playing sports and supporting the same football team

What is Socialisation?

This is the most important key term in Sociology. **Socialisation** is the process by which we learn norms and values i.e. the correct way to behave in society. **Norms** are rules that everyone in society is expected to follow. Example of a norm could be treating others with respect, queuing, not physically hurting people, working hard, punctuality and wearing clothes. **Values** are ideas and concepts that are important to people, such as respect. Norms are based on values.

Sociologists believe that we learn what is good or bad behaviour from our society and upbringing. This process is called socialisation and is always happening. It is carried out by specific social institutions. The main institutions that teach us norms and values include: The Family, passes on **Primary Socialisation**- the first people we come into contact with and learn basic right and wrong from. Education, The Mass Media, The Workplace, Religion and The Peer Group, are all sources of **Secondary Socialisation**. Each of these will be discussed later on.

Continued.....

Different types of sociologists have different opinions on whether this socialisation is good for us. Norms and values are closely linked. For example, if I value respect and order, then I may follow the norm that we should queue. The values I hold shape the norms that I follow.

Socialisation is the process by which we learn norms and values. Sociologists argue that this happens in two stages: Primary and Secondary (see session 2 next time)

TASK

Do norms and values change? Find an adult that you live with. Firstly, explain to them in your own words what a norm and a value is. Now ask them what norms and values they grew up with that they think have changed over their lifetime and write these down. Then ask which norms and values they grew up with have not changed and write these down.

Norms/Values that have changed	Norms/Values that have not changed
No longer normal for the TV to only come on at 6 o'clock	The type of food eaten is still the same
Same sex marriages used to be uncommon	There are still many holidays
Looking at an older person in the eye was considered disrespectful	Education still has importance when you get older

Watch this video about Norm (he's cool and sick) <https://www.youtube.com/watch?v=1cLfd50BdcE>

Sociology Transition Work

Joshua Shangobiya

Good manners, mutual respect, friendliness, practice of good hygiene, well spoken, composure, greetings and social health.

Stealing, killing, selling drugs, eating from a bin, not showering, not brushing your teeth, abusing someone more vulnerable, abusing drugs.

The 2 components which have shaped me are nature and nurture. On the nature aspect of my person I have inherited a strong sense of determination and will power. On the nurture side of me I have developed the way I speak, my dress sense and the type of people I surround myself with.

Final task

For this task I went to my mum to ask the social norms and values that differed from Nigeria's, here. In Nigeria the community spirit is very prominent in society so therefore a social norm was to respect all elders whether related to you or not and was a must to honour your parents highly throughout your whole life. Furthermore you had a duty to take care of them when they become elderly, she told me it was a "massive culture shock" to see elderly people homes and how some children treated their parents. She also noticed a difference when it came to the age in which the law recognises a person as an adult; she said "it was interesting to see how the government believes teenagers can handle the responsibilities of adults." However the positive changes such as support from the government and the ability for a child to confide in a parent, about an issue, with no fear made her happy and made her fall in love with this country.

Her statement:

"It was a shock to me to witness the lack of discipline for disrespectful behaviour towards parents, in my culture on the very rare occasion your parents wouldn't punish you, an elderly in the community would. The bar that separates discipline and abuse is much vaguer here. However what I enjoy about this country is the ability to open up to your parents, without caution as a result of a fear of a negative reaction, about issues they may face. Overall social norms did differ from Nigeria significantly but what made me stay here and grow my family here, was the tolerance and acceptance of other cultures, especially in London."



Shaynie-Louise Sales - Year 12

And in the words of Mrs Hall "An example of outstanding work. An assessment completed at home – grade A work". Well done Shaynie-Louise.

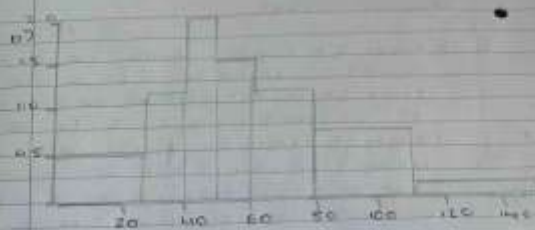
Chapter 9 Test

1. a) Team 2's highest number of points is 159, whereas team 1's is 142. Team 1's lowest number of points is 38, whereas team 2's is 72. Although team 1's lowest and highest amount of points are both lower than that of team 2, their mean amount of points is 102, whereas team 2's is 98.

b) They should follow team 2 because their ^{high}-scoring is more consistent, with a higher ~~lowest~~ ^{lowest} number of points and higher highest number of points than team 1.

2. a)

Time in seconds	Frequency	Frequency density
$0 \leq t < 25$	12	0.48
$25 \leq t < 40$	18	1.2
$40 \leq t < 50$	20	2.0
$50 \leq t < 60$	15	1.5
$60 \leq t < 80$	12.24	1.2
$80 \leq t < 110$	20	0.667
$110 \leq t < 180$	8	0.114
$180 +$	0	0



3. Mean = $\frac{1+3+4+4+5+5+10+11+15+25+44+59}{12}$
 $= 16$

$s = \sqrt{\frac{(112-16)^2}{11}}$
 $= 5.08$

b) Mean = $\frac{220}{12} = 18.3$

c) I believe this statement is true not accurate because route B has a higher mean for its length of delay therefore route B is later than route A on a regular occurrence, so it is not more reliable.

4. a) (i) $\frac{528}{72} = 7.3$ hours
 $7.3 \times 72 = 528$ hours

(ii) $\frac{79.7 - 48.8}{11.34} = 32.4$
 $\times 360 = 11700$ hours

b) This may not be correct because they may have recorded the wind at Heathrow for a different amount of hours than they did at Cambridge. Therefore it cannot be compared because they would represent a different amount of hours.

5. Median = $\frac{92+1}{2} = 46.5^{\text{th}}$ value
 $= 1005 \leq P < 1010$

Interquartile range:
 $LQR = \frac{92+1}{4} = 23.25$ $UQR = \frac{3(92+1)}{4} = 69.75$
 $IQR = 69.75 - 23.25 = 46.5^{\text{th}}$ value
 $= 1005 \leq P < 1010$

b) $\frac{48.8 - 79.7}{11.34} = -2.65$
 $\times 360 = -954$ hours

6. a) There is a clear moderate negative correlation as humidity decreases, visibility increases. This shows humidity decreases visibility.

b) The regression line has a moderately steep gradient which shows that humidity has a quick effect on visibility.

c) $93 = 100.9 - 0.003v$
 $7.9 = -0.003v$
 $v = 2633.3$

d) There is no evidence that the pattern will continue outside the observed range. Less than these x-values are out of range of the observed data, so are extrapolation.

7. a) Zetaberg, Elaton, Thelaby, Loratin, Kappathan.
 I got this sample by choosing a station from the first 4 then chose every 4th station after that.

b) Simple random sample is where every member of a population is equally likely to be chosen.

Systematic sample of stations is not a simple random sample because the all stations did not have equal chances of being chosen.

c) You could use stratified sampling where a distinct group can be chosen and represented in your sample.

8. a) 14 minutes

b) Avg. wait
 No. of days

3	4	5	6	7
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$s = \frac{(x - \bar{x})^2}{n} = \frac{(590 - 19)^2}{30} = X$

Kirsti Genfi—Year 12 Another example of outstanding work.

60 mins
50 marks

End of Chapter 11 Test (A)
Hypothesis testing 1

Name: Kirsti Date: 07/07

Answer all questions. Write your answers in the spaces provided.

1. In the first question it is not clear if you should use a one-tail or two-tail test. It is not clear if you should use a Z-test or a T-test. It is not clear if you should use a one-tail or two-tail test. It is not clear if you should use a Z-test or a T-test. (2 marks)

2. The null hypothesis is $H_0: p = 0.5$ and the alternative hypothesis is $H_1: p > 0.5$. The test statistic is $Z = 1.96$ and the critical value is $Z = 1.645$. Since $1.96 > 1.645$, we reject the null hypothesis. There is enough evidence to support H_1 . (2 marks)

3. The null hypothesis is $H_0: p = 0.5$ and the alternative hypothesis is $H_1: p < 0.5$. The test statistic is $Z = -1.96$ and the critical value is $Z = -1.645$. Since $-1.96 < -1.645$, we reject the null hypothesis. There is enough evidence to support H_1 . (2 marks)

4. The null hypothesis is $H_0: p = 0.5$ and the alternative hypothesis is $H_1: p \neq 0.5$. The test statistic is $Z = 1.96$ and the critical value is $Z = 1.96$. Since $1.96 > 1.96$, we reject the null hypothesis. There is enough evidence to support H_1 . (2 marks)

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1. A hypothesis test is performed and the critical region at the 5% significance level is found to be $X > 25$. The result is 25 and somebody claims that the p-value of the result is 0.05. Is it significant? Explain how you know this to be a mistake. (2 marks)

The p-value is 0.05. Since the critical region is $X > 25$, the result is 25, which is on the boundary. However, since the critical region is $X > 25$, the result is 25, which is not greater than 25. Therefore, the result is not significant. (2 marks)

2. For a hypothesis test the significance level is 5% and the critical region is $X > 14$. The significance level is changed to 1% and the new critical region is $X > 11$. Give an inequality for p and explain why it is true. (2 marks)

Since the significance level is reduced from 5% to 1%, the critical region has become more stringent. Therefore, the p-value must be less than 0.01. (2 marks)

3. The significance level is changed to 10% and the new critical region is $X > 5$. Give an inequality for p and explain why it is true. (2 marks)

Since the significance level is increased from 5% to 10%, the critical region has become less stringent. Therefore, the p-value must be greater than 0.05. (2 marks)

1. From historical data, the probability that it rains in Beijing on any given day is 0.1. A researcher thinks that this probability has decreased and takes a random sample of 100 days to test this at the 5% significance level. He found that it rained on 10 days. Find the probability that it rains on exactly 10 days. (1 mark)

$X \sim B(100, 0.1)$ $P(X=10)$
 $= {}^{100}C_{10} (0.1)^{10} (0.9)^{90} = 0.105$

2. Sufficiently small that, since the probability is lower than the significance level, there is sufficient evidence to reject the null hypothesis. (1 mark)

3. Give a reason why this is incorrect. (1 mark)

The probability is greater than the 5% significance level (0.105 > 0.05). (1 mark)

4. By calculating the test statistic, determine the conclusion to the hypothesis test. (2 marks)

$H_0: p = 0.1$ $H_1: p < 0.1$ $P(X=10) = 0.105$
 $Z = \frac{10 - 10}{\sqrt{100 \times 0.1 \times 0.9}} = 0$
Since the test statistic is 0, which is greater than the critical value, we fail to reject the null hypothesis. (2 marks)

1. A student claims that you can tell the difference between real and blowing from the south and from the north with 90% accuracy. A test is performed at the 5% level to see if the student is as good as they claim. A test is performed at the 5% level to see if the student is as good as they claim. (2 marks)

2. State the null and alternative hypotheses, clearly defining the population parameter being tested. (2 marks)

$H_0: p = 0.5$ $H_1: p < 0.5$
Significance level = 0.05

3. The student is tested on 10 machines. Calculate the critical region, using the probability of obtaining a result in the critical region. (2 marks)

$X \sim B(10, 0.5)$ $P(X \leq 5) = 0.0009765625 < 0.05$
 $P(X \geq 5) = 0.0009765625 < 0.05$
Critical region: $X \leq 4$ or $X \geq 6$

4. The student is tested on 10 machines. Determine the conclusion to the hypothesis test. (2 marks)

$X = 7$
Since 7 is not in the critical region, we fail to reject the null hypothesis. (2 marks)

1. Complete the table, giving the probability for 1 decimal place. (2 marks)

$X=0$	$X=1$	$X=2$
0.000	0.000	0.000

2. The probability of a September day in Beckenham having a mean temperature of less than 20°C is thought to be 0.1. A test is performed at the 5% significance level to test if the probability has changed. A random sample of 100 days is taken. Construct and carry out a hypothesis test at the 5% significance level to test if the probability has changed. (2 marks)

$H_0: p = 0.1$ $H_1: p \neq 0.1$
 $X \sim B(100, 0.1)$
 $P(X=10) = 0.105$
Since the test statistic is 0, which is greater than the critical value, we fail to reject the null hypothesis. (2 marks)

1. The table below shows the probability that a bus in September has a mean temperature of less than 20°C on a given day. A test is performed at the 5% significance level to test if the probability has changed. A random sample of 100 days is taken. Construct and carry out a hypothesis test at the 5% significance level to test if the probability has changed. (2 marks)

$H_0: p = 0.1$ $H_1: p \neq 0.1$
 $X \sim B(100, 0.1)$
 $P(X=10) = 0.105$
Since the test statistic is 0, which is greater than the critical value, we fail to reject the null hypothesis. (2 marks)

James Harvey—Year 12 produced some excellent work graded A and A* which can be seen here...

[Insert links](#)

Year 7 **Jack Manuel's** Mum has sent in this wonderful email...

I hope you don't mind me emailing you but when I got home from work, Jack showed me this chart he'd been doing. He was testing the speeds of his favourite cars on Forza on the Xbox. He did three short drag races with each car to find out the average speed of each one, and then an average of all of them. I don't think he realised he was finding a 'real life' application for maths!

I've been struggling to get him to do homework generally, so it was nice to find him happily working away!

I hope you can see the photo I've attached.

Key:
- Colour
- Grid
- Car
- Time
- Average

What is the fastest car down the Fished Zig Zag on Forza Horizon 4?

Car	Time 1st Run (Seconds)	Time 2nd Run (Seconds)	Time 3rd Run (Seconds)	Average (Seconds)
Volkswagen Golf GTI	00:07:841	00:07:875	00:07:941	00:07:885
Dodge Challenger	00:09:076	00:09:046	00:09:096	00:09:056
Jack Manuel's	00:07:574	00:07:574	00:07:508	00:07:552
Shelly	00:07:641	00:07:641	00:07:641	00:07:641
Ford Focus	00:08:208	00:08:242	00:08:308	00:08:286
Ford Focus	00:07:774	00:07:774	00:07:808	00:07:785
BMW M3	00:08:442	00:08:442	00:08:408	00:08:431
Ford Focus	00:08:308	00:08:242	00:08:242	00:08:264
Ford Focus	00:08:308	00:08:242	00:08:242	00:08:264
Ford Focus	00:08:976	00:08:942	00:08:942	00:08:940
Ford Focus	00:08:542	00:08:475	00:08:575	00:08:524
Ford Focus	00:08:375	00:08:342	00:08:642	00:08:453
Ford Focus	00:08:308	00:08:408	00:08:242	00:08:319
Ford Focus	00:08:342	00:08:375	00:08:375	00:08:375
Ford Focus	00:08:342	00:08:342	00:08:508	00:08:397
Ford Focus	00:08:375	00:08:308	00:08:242	00:08:308
Ford Focus	00:07:941	00:07:941	00:07:941	00:07:941
Ford Focus	00:08:208	00:08:242	00:08:242	00:08:231
Ford Focus	00:08:642	00:08:642	00:08:675	00:08:653
Total Av.				00:08:176

Great
Work
Jack!!!

Mrs Clements was very pleased with Kyle and Samuel saying “I have attached two students, **Kyle Annor-Cole** year 10 and **Sam Newman** year 8 for their outstanding commitment to their work on Hegarty maths and always achieving 100%. It is also clear they have been spending time on their work to help them understand.

Kyle also achieved 77/80 for his maths review with is just amazing.

Kyle ANNOR-COLE

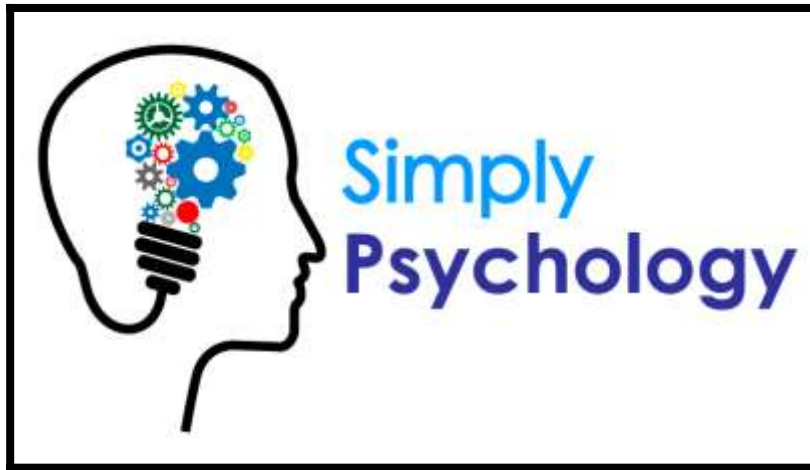
Lesson	Score
621 - Volume of similar shapes (4)	100% 1
620 - Volume of similar shapes (3)	100% 1
619 - Volume of similar shapes (2)	100% 1
618 - Volume of similar shapes (1)	100% 1
591 - Surface area (multi-step) (3)	100% 1
590 - Surface area (multi-step) (2)	100% 1
589 - Surface area (multi-step) (1)	100% 1
588 - Surface area of spheres	100% 1
587 - Surface area of cones	100% 1
586 - Surface area of cylinders	100% 1

Samuel NEWMAN has 0 late tasks and 7 tasks in progress

Lesson	Score
717 - Speed (2)	100% 1
716 - Speed (1)	100% 1
742 - Recipe problems (4)	100% 1
741 - Recipe problems (3)	100% 1
740 - Recipe problems (2)	100% 1
739 - Recipe problems (1)	100% 1
335 - Harder problems involving ratios 1	100% 2 ✓
334 - Share in a given ratio 3	100% 2 ✓
333 - Share in a given ratio 2	100% 2 ✓
332 - Share in a given ratio 1	100% 4 ✓

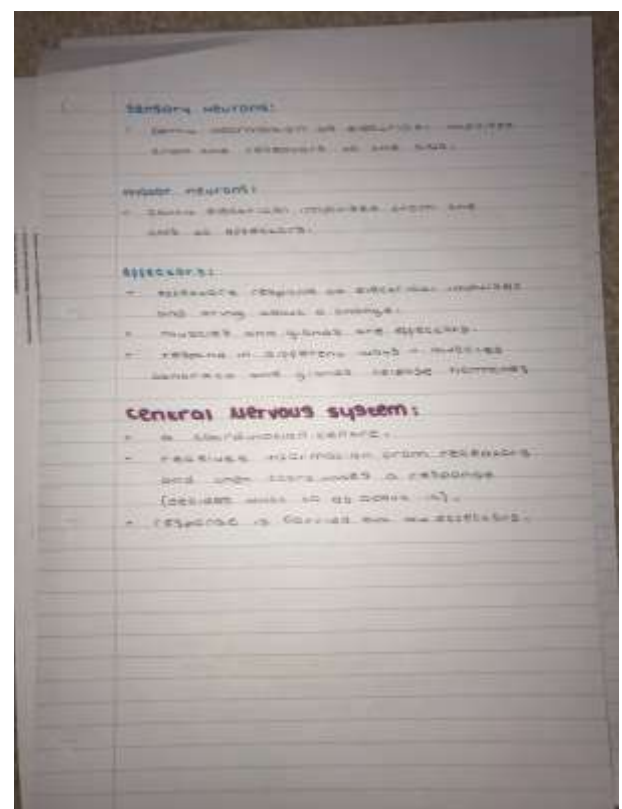
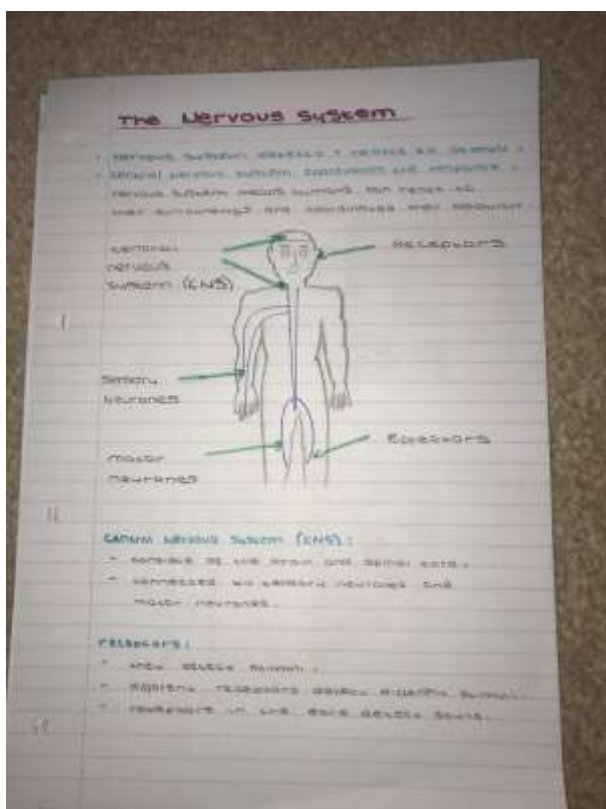
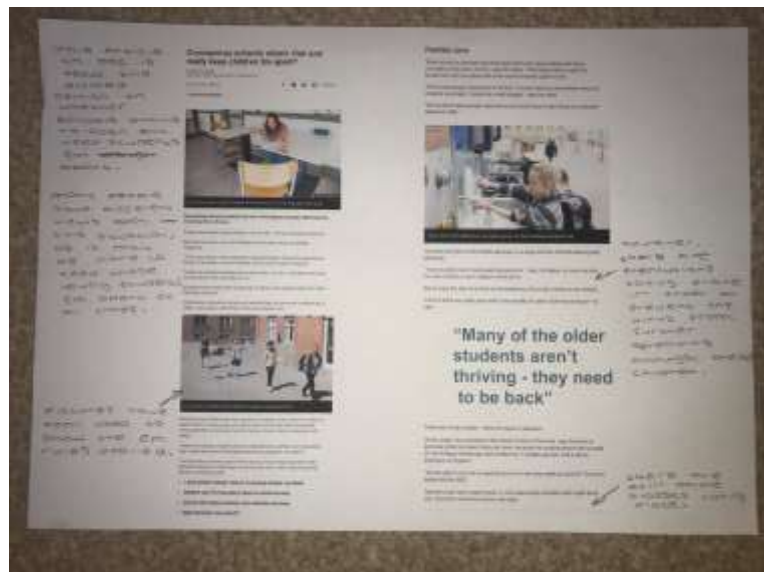
A massive shout out to all of these students also

Isabel CARROLL-CLARE	100% 4	Faith ADAMS-HOWSE	100% 1
Reva AHLUWALIA	100% 1		
Finley ATKINSON	100% 1		
Jacob VOWLES	100% 1		
Jessica CHEUNG	100% 1		
Andrew COLE	100% 1	Ilyana SEMERDZHEVA	100% 1
Sienna-Grace COLNUTT	100% 1	Kyla SIMMONS	100% 1



Abigail Manston

Year 12



James Harvey Year 12

Use your knowledge of psychological theory and evidence to discuss the influence of early attachment on later relationships.
(Total 12 marks)

Psychologists such as John Bowlby (1958, 1969) have claimed that early attachment has a significant influence on later relationships as it helps to form the basis of a child's internal working model. This internal working model is a child's unconscious interpretation of what a relationship should look like, and as such a healthy, loving early attachment would contribute to a child having healthy and loving relationships with others when they are older. The same is true for a child who has a negative, controlling early relationship with their parents, as they are said to be more likely to display likewise type C behavior in their future relationships. Psychologists have associated a secure attachment with a better ability to form friendships later on, whereas an avoidant attachment was more likely to result in a child being the victim of bullying and resistant attachment signified a higher likelihood of being a bully. Additionally, the theory of continuity states that children who go on to have families tend to adopt a similar parenting technique to that of their parents, and hence form the same type of attachment with their infants as they did to their own parents, so early attachment could play a significant role in a person's ability to parent later on in life.

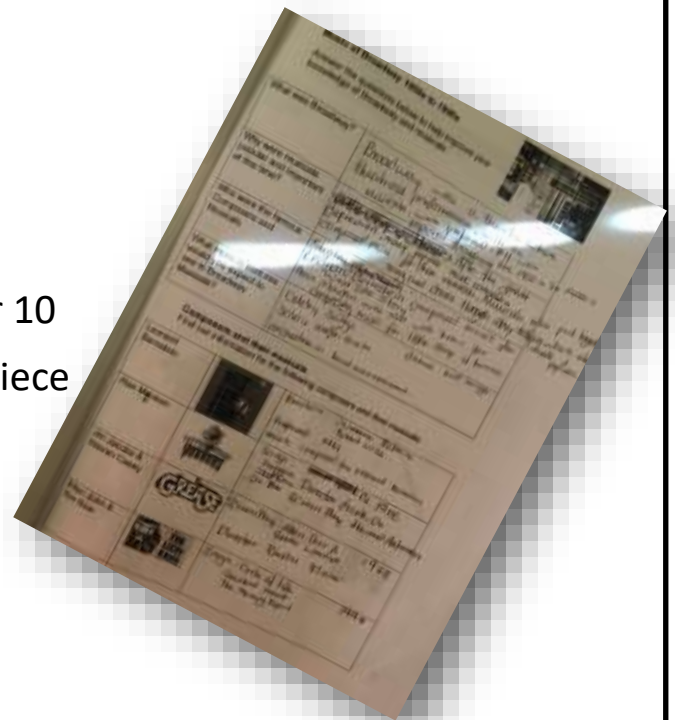
Due to the high volumes of research in support of the influence of early attachments in later life, the concept itself is strengthened by an increased amount of internal validity and generalizability to the different situations explored by the research. This is a virtue of the concept because it means it has some level of scientific resonance within it to provide research which backs the significance of the influence of early attachment in later relationships. An exemplar of this research would be study of Bailey et al. (2007) who found that the majority of the 99 mothers assessed exhibited the same quality of attachment with their one-year-old infants as they did with their own parents, which evidences the theory of continuity in that early attachments help to determine a person's future attachment with their own children. However, a criticism of this is the presence of contradictory evidence in regards to the continuity of attachment, with Zimmerman (2000) finding very little relationship between quality of infant and adolescent attachment, which reduces the reliability of the research support for the theory of continuity. Therefore, the heavy research in support of the influence of early attachment on future relationships is ipso facto a strength of the concept, however the reliability of this evidence is in question due to the presence of contradictory evidence.

A fundamental limitation of the evidence for the influence of early attachment on later relationships and thus the theory itself is that it relies on conscious self-reporting techniques for data on an unconscious aspect of the self: the internal working model. Ergo, a weakness of the theory is created because any information gathered by these studies can only ever provide an indirect view at best into the influence of the internal working model and early attachments, reducing the methodological validity of the theory. A blatant case of this 'direct conclusion spurred by indirect data' inconsistency is present in Hazan and Shaver's (1987) 'love quiz', where 56% of respondents were identified as securely attached simply based on what statement respondents felt best described their feelings, which clearly uses a questionnaire – a self-reporting method – to attempt to reveal a participant's internal working model, which is unconscious and cannot be accessed by the conscious by definition. Providing some credit to these studies however, the methods used are standardized techniques and cannot be faulted for having biases by design, and thus still retain scientific credibility in the results produced. From this, thusly, it can be stated that a con of the theory of continuity and the influence of early attachment on relationships is the inherent fault present in the studies investigating it, as they often rely on conscious reporting of the unconscious, reducing their validity.

PERFORMING
ARTS



Amelia Green from Year 7
has been getting all creative and
made this fantastic sock puppet!



Cyprian Jarcak from Year 10 produced this outstanding piece of work.



Harrison Goldsmith from Year 18 also produced this outstanding piece of work.

Vanessa Gbingie Year 8 worked really hard and produced pages of excellent work.

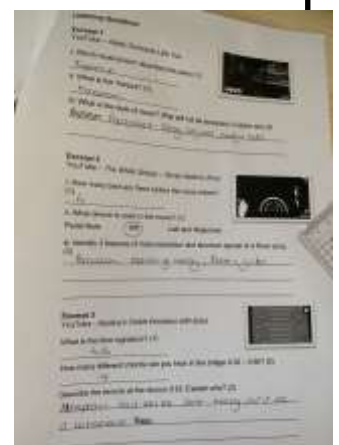
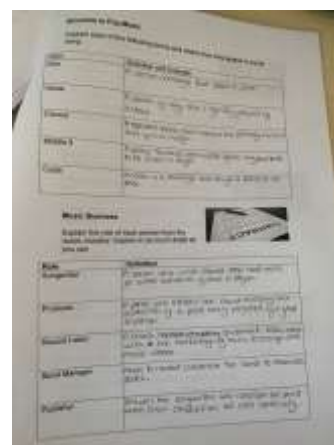
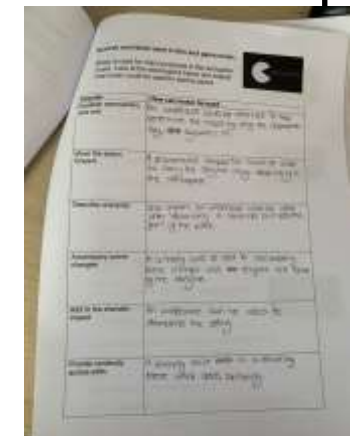


there is no specific key
used within and outside
Soprano (high female voice)
Alto (low female voice)
Tenor (high male voice)
Bass (low male voice)
Falsetto (really high voice)

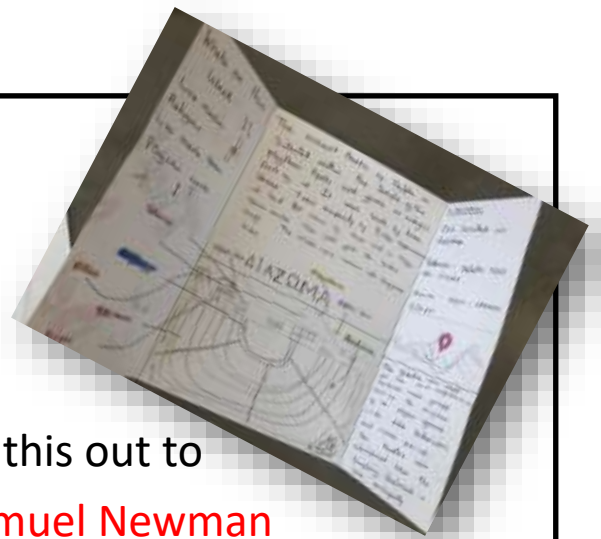
5 to 1 (V-I) Sounds
1 to 5 (I-V) Sounds



Keira Hothan, Year 10, has sent in this work which has impressed us all. Well done.



Well done **Smoker Miller** in Year 8

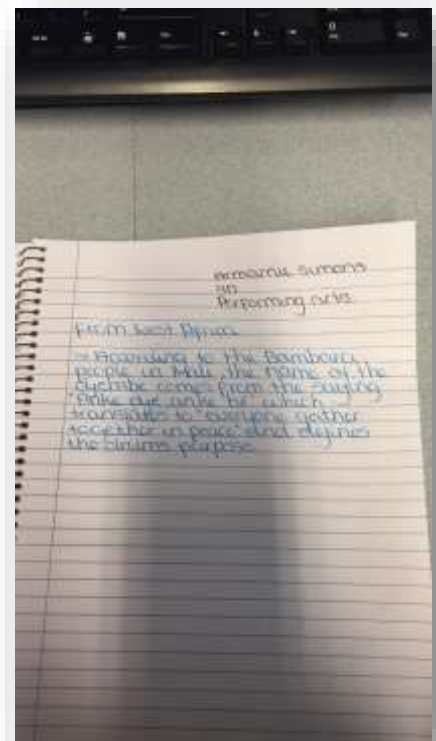
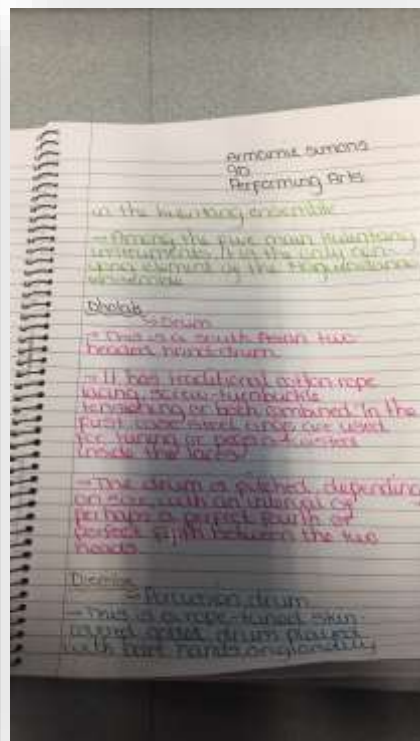
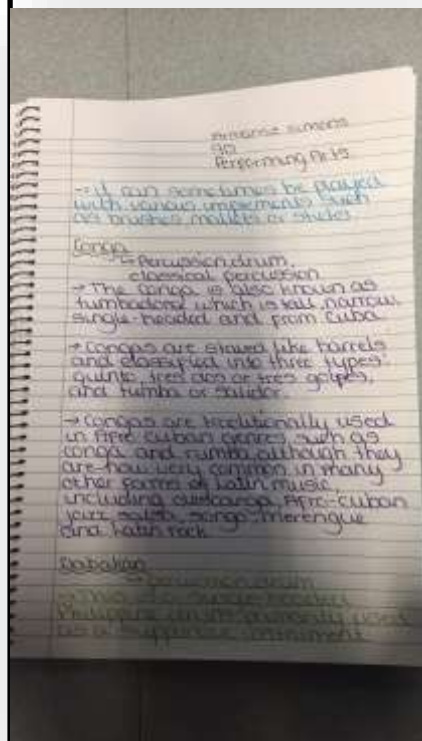
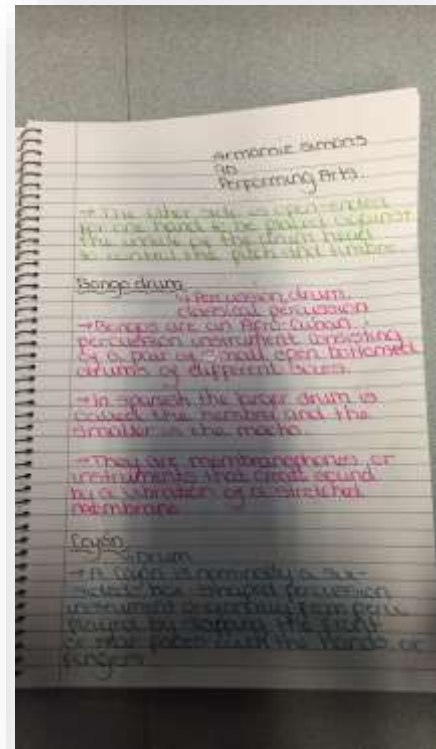
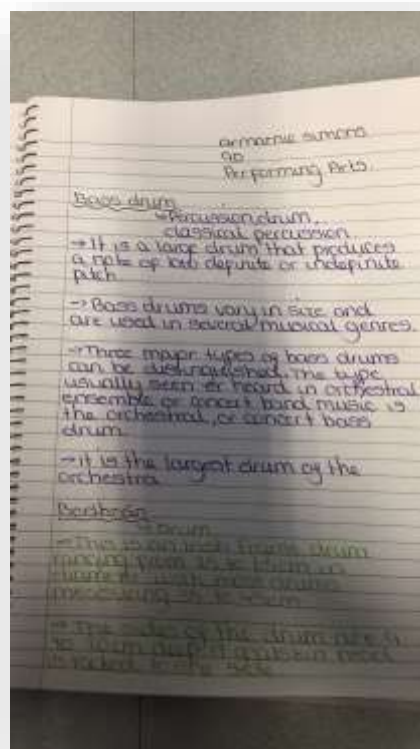
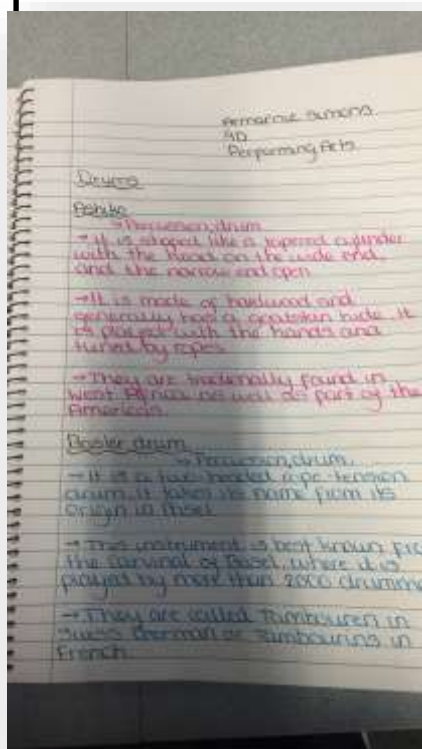


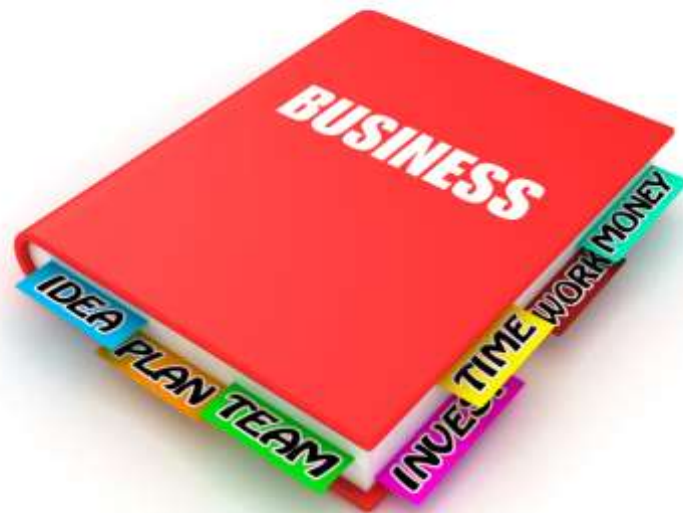
Now....get your singing head on and blast this out to
Queen's 'We Are The Champions'... by **Samuel Newman**

You have helped us,
Time after time,
We are so grateful,
But your deeds shall not die,
we all make mistakes,
but you act so true,
We've all had our share of lock-down, its a pain,
But we'll make it through,
The lock-down goes on, and on, and on, and on!
They are Key workers my friend,
and they'll keep on fighting coved-19,
They are key workers,
They are key workers,
No time for shirkers
'cause they are key workers,
Of the world.
They take care of us now,
and duty calls,
we brought you hard days good fortune and everything that goes with it,
we thank you all,
but it won't be a bed of roses,
no pleasure for you,
this will be a challenge before the whole human race,
and we ain't gonna lose,
and so we'll go on, and on, and on, and on!
They are key workers, my friend,
and we'll fight through this, till the end
they are key workers,
they are key workers
no time for shirkers
'cause they are key workers
Of the world!
They are key workers my friend,
and we'll fight through this, till the end,
they are key workers,
they are key workers,
no time for shirkers
'cause they are key workers,

This should go viral!!!!

Armanie Simons Year 8—Great work!





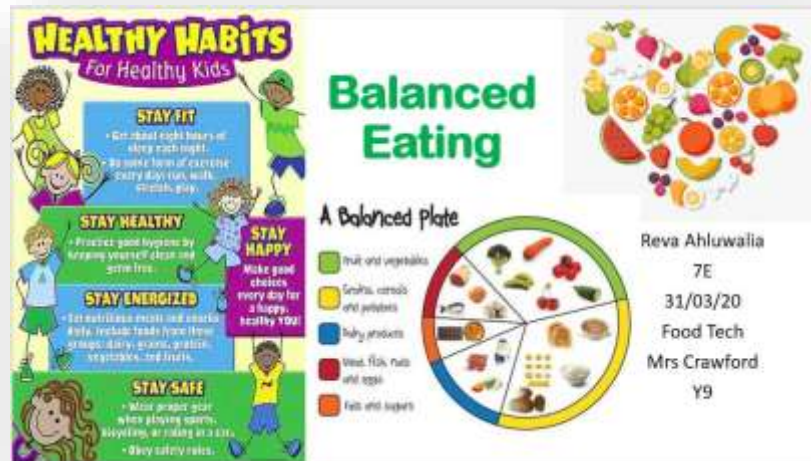
This is Economics work from **Rhys Medwyn** in Y10. He conducted research on how C19 will impact on main economic groups in the short and long term.

Group	Short Term Impacts Something that will affect them within immediately & up to one year	Long Term Impacts Something that will affect them after one year
Suppliers / Businesses	The peak of the impact of Covid-19 on global supply chains will occur in mid-March, forcing thousands of companies to temporarily shut assembly and manufacturing plants in the U.S. and Europe.	The most vulnerable companies are those which rely heavily or solely on factories in China for parts and materials. The activity of Chinese manufacturing plants has fallen in the past month and is expected to remain depressed for months and after a year, they may face the risk of having to build their businesses again. They may have had to sell assets and therefore will need to build the business up again as profit levels will have decreased.
Consumers	1 in 3 consumers indicate news of Coronavirus has already impacted their shopping behaviour. The impact is felt in several ways including: stocking up on products they wouldn't otherwise stock up on, experiencing product shortages, purchasing products they wouldn't otherwise have purchased, shopping online when they would usually shop in store, and shopping in new stores.	We expect to see a continued reliance on online purchasing in response to store stocking challenges and virus exposure in the future. Early indications are that brick-and-mortar outlets are shifting from the impact of stock-up trips to the impact of social distancing. Consumers will continue to be alert during actual shopping trips and will take into account many factors. Behaviour changes may still be expected from a year on.

Continued.....

UK Government	<p>The COVID-19 pandemic affected the political systems of multiple countries causing suspensions of legislative activities, isolation or deaths of multiple politicians, and rescheduling of elections due to fears of spreading the virus.</p> <p>The UK governments workload will rapidly increase regarding the safety of the political community and the general public. Specific meetings that hold important information may have to be delayed/postponed or carried out following the current safety guidelines and procedures. The UK governments priority as of now, will be to focus on the welfare and safety of their internal community as well as the public and any NHS facilities and to continue to provide detailed updates on current affairs.</p>	<p>The UK government's Coronavirus Job Retention Scheme has been extended until October, with companies to start sharing the cost from August. The government has published a series of safety guidelines for a range of workplaces to support those returning to work. The UK government will continue to produce and update safety guidelines not only within the political community but the actual population too. Future meetings and/or speeches will continue to be assessed for factors that could have a negative impact on the health of the political community. Formal decisions and choices will have to be made following safety guidelines and adhering to any current or future updates regarding safety.</p>
The UK Economy	<p>Investors fear the spread of the coronavirus will destroy economic growth and that government action may not be enough to stop the decline.</p> <p>In response, central banks in many countries, including the United Kingdom, slashed interest rates. That should, in theory, make borrowing cheaper and encourage spending to boost the economy. Demand for oil has all but dried up as lockdowns across the world have kept people inside. The crude oil price had already been affected by a row between Opec, the group of oil producers, and Russia. Coronavirus has driven the price down further.</p>	<p>If the economy is growing, that generally means more wealth and more new jobs. It's measured by looking at the percentage change in gross domestic product, or the value of goods and services produced, typically over three months or a year. But the International Monetary Fund (IMF) says that the global economy will shrink by 3% this year. Governments around the world have urged employees to work from home where possible. Shares in technology companies such as Zoom have shot up as more people rely on video conference calls and email to hold meetings or get tasks done.</p>

A very interesting read.

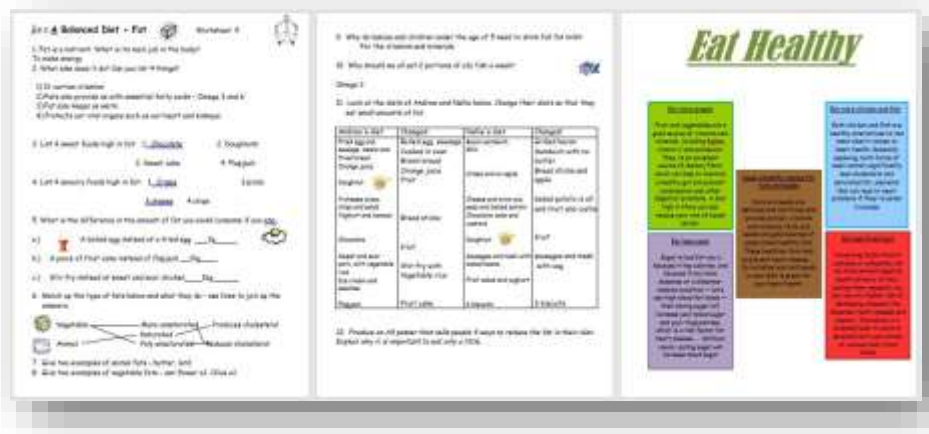


Reva Ahluwalia

Year 7

Maddison Epps-
Gates

Year 8



Laurel Upson

Year 8

Note from editor: I am now
very hungry and off to have a
cuppa and a piece of cake!!!



Reva Ahluwalia 7UR

English - Lesson 2

1. The food (pizza paired with burger, chips and nuggets) is unhealthy and is not well presented. This plate is the definition of junk food, which is high in fat and calories and has no nutritious value. Although some people may be happy with this food, others might find that it is not for them. This is not a balanced, healthy meal. Avoid if you can!

Challenge:

A Critic is someone who evaluates or makes judgments on people or things, or a person whose job it is to evaluate and write about what they experience. I would expect to see an unbiased opinion. A good food critic is honest.

2. The student is saying that he/she finds the part when Jack controls the children is scary. My opinion is that it is quite frightening because it says that separately, . Also considering that the children never played with the Jack-in-the-box. In the text, it says when the Jack came out, it was no children's toy-play, but on purpose. The Jack came out on purpose. The Jack seems scary because of the description the writer used to describe him controlling the children. For example, when the writer says "For each of the children, separately, remembered walking alone in the moon's blue light, on his or her own bare feet, up to the nursery. It was almost like sleepwalking, feet soundless on the wood of the stairs, on the threadbare nursery carpet. Remembered opening the treasure chest, pawing through the dolls and the clothes and pulling out the box." The writer made the story make you feel even more suspense because of the cliff-hangers.

3. View	Quotation	Technique	Explanation
Jack controls the children.	"Opening the toy box, pawing through the dolls and clothes and pulling out the box"	The writer has used a cliff-hanger at the end of every paragraph. This causes a feeling of suspension.	The Jack controlling the children is why the story is classed as a horror story.
It is scary	"The Jack didn't come out just because the children round the handle. But because the Jack came out on purpose"	The writer has said that the Jack is alive and is not just a toy. In reality, a toy would not have the ability to think. Let alone control a child.	The writer has made this story scary by saying that a Jack in a Jack-in-the-box is alive and is controlling children.

Well done **Lillian Boden-Thorne** for this work Year 10

Technique	Examples	My Example
Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'.	The trees stood as tall as towers.	The hill was as tall as the sky.
Metaphor - a descriptive technique that names a person, thing or action as something else.	The circus was a magnet for the children.	The clear glass was as delicate as ice.
Hyperbole - a use of obvious exaggeration for rhetorical effect.	The sun scorched through the day.	The creek made me jump a mile.
Personification - a metaphor attributing human feelings to an object.	The sun smiled at the hills, ready to begin a new day.	Each strand of hair danced energetically, out of tune with each other.
Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather.	The clouds crowded together suspiciously overhead as the sky darkened .	The grey clouds parted in hatred to reveal the ocean blue sky.
Onomatopoeia - words that sound a little like they mean.	The autumn leaves and twigs cracked and crunched underfoot.	The patting of my steps against the oak floor echoed.
Oxymoron - a phrase combining two or more contradictory terms.	There was a deafening silence	The dark light outlined the shadow.
Emotive language - language intended to create an emotional response.	A heart-breaking aroma of death filled the air as he surveyed the devastation and destruction that had befallen them all.	Sadness and grief overwhelmed the girl's innocence.

Look at the section beginning “It was as I approached...” and ending with “stillness of the room”. How does the writer use language here to create a fearful atmosphere? (8 marks)

In the first sentence of this section the writer uses a simile to create a fearful atmosphere. Comparing the unknown sound to “the breathing of someone asleep” suggests the narrator is unaware of what’s happening around them, as if they were asleep. When asleep you are most vulnerable as you have no understanding of the surrounding environment, this implies the narrator is confused and vulnerable to the fearful atmosphere. The verb “breathing,” further exaggerates the attention to detail from the narrator as breathing is usually subtle and habit – this could suggest the narrator is observing everything. The noun ‘someone’ was used to exaggerate the feeling of unknown, even what is in the narrator’s head has no identity. This is effective because naturally anyone would feel more fear towards something that is unrecognisable.

The writer then uses personification to further create a fearful atmosphere by making the library living and breathing. The ‘great room... exhaling around the narrator’ compares the library to something vast and living. This creates a fearful atmosphere as the room could be ready to pounce as it is an unrecognised, living creature in the narrator’s head. The verb ‘exhaling’ was used to imply the room was making loud noises, inhaling doesn’t make as much noise, it also was used to make the reader feel the room doesn’t want the narrator to be there, creating an even further fearful atmosphere.

a)

I am currently reading a **twisted tales** story of 'Sleeping Beauty'. She is kept in the castle for most of her life where Maleficent keeps her safe from the 'dangerous' outside world.

The castle was dark and shadowed as the cloud-high vines hugged the castle walls.

The low-hanging chandeliers sparkled as the rare glimmer of sunlight peeked through and reflected off of the crystals. The ceramic floor tiles were an immaculate grey, yet slightly discoloured from ageing. There was one throne, pure gold with dozens of ridiculously tiny gems that perfectly complimented it. One long wooden table, designed for large banquets laid in the centre of the grand hall, waiting to be used in the many balls that were put on. The castle was mostly very isolated except for the special occasions, like balls. Aurora was forbidden from stepping out the castle gates hence why Maleficent grew sky-high vines up the castle.

b) **The Amazon Jungle**

The ancient ruins were rusted and decrepit. Dead trees over looked the crumbling buildings. Skulls were scattered all over the floor alongside trenchant blades. Rats scurried and feasted off dry flesh and blood. There was an uncomfortable atmosphere about the place, it was misty and the sky was unclear. There were huge stone gargoyles who perched on top of the buildings, watching over the jungle, looking for trespassers.

c)

I think my previous description was effective because...

I used to lots of adjectives to create a more specific image for the reader.

I used slight suspense (e.g. gargoyles watching for trespassers) to keep the reader on the edge of their set.

To improve I could...

I could add a couple of language techniques to make the reader feel as if they are one of the explorers, helping them get a sense of what the place is like more.

Evie Kuschiel Year 8

a. What is 1st person point of view? Give an example.

The story is told from the narrator's perspective. This allows the narrator to give the reader their first-hand experience, including their senses and what they said and did.

For example: 'I was alone in my room, that night, and I was tossing and turning, grasping my pillows and my sheets for comfort, I felt trapped and so confined'

b. What is 3rd person point of view? Give an Example.

This is when you write as an outsider looking in, you use pronouns such as he, she, it or they. It differs from first person point of view, which uses pronouns such as I and me.

Example: 'He looked in at the never-ending mass of chocolate bars, drool dripped from his mouth as his eyes lit up with excitement, he proceeded to burst through the glass doors, only to be awoken by his alarm clock.'

c. Cat and the fishbowl.

1st person view of the cat:

The way it glided in that tiny glass ball was fascinating to me. The way its reflection glowed as it swam in endless circles. I licked my lips with content, this would be a scrumptious meal, but I stopped as the orange blob blew crystal bubbles, which popped once contacting the surface of the water. My ears flicked and fluttered as I listened to the gulping of the strange water creature. I drew back and sat for a while just admiring the gleam of the creature. But finally, instinct kicked in, I plunged my paw into the water, grabbing the fish out, drowning it in thin air.

3rd person view, The man and the lion:

He looked up at the growling creature, as he began to tremble. Crawling backwards and away from the lion he began to panic. Sweat and tears ran down his face, as the lion proceeded towards him. This man was a fool, in the abyss of danger, he pulled out his iPad, snapping shots of the lion from a dangerous up-close position. The Lion roared, still venturing towards the death destined man. As he began to shout for help, the lion laid down, purring and sniffing at the horrified mans feet. He shook his head, maybe lions weren't so bad Afterall.

A BIG shout out must also go to the following students who also sent in some amazing pieces of writing..

Paul Lewis - Paul has engaged with every bit of work with fervour and imagination, his work on the invented cars was fantastic!

Max Barwick - Max has sent in numerous pieces of work, all displaying his usual humour and engagement. Particularly his description of Miss Jeffery and the KFC!

Louis Ashford Year 9

Task 2 – Inventions

Inventions are an important part of science fiction writing. Some real-world inventions have even come from ideas made up by writers! Which invention do you think has been most beneficial to the world? Give reasons for your choices.

In my opinion I think that the internet was the greatest invention to ever be created as it is now used in everyone's everyday life as most things are either connected to it or use its systems to work like new smart cars and iPhone.

Which invention would you 'uninvent' if you could and why?

In my opinion I would uninvent the slug. This pest causes great havoc in many gardens and there is not many methods of deterring these pests unless you use slug pellets which are highly toxic and are certainly not organic. These pellets can kill lots of other animals, like hedgehogs, as they eat the slugs which have eaten the pellets which then causes the hedgehogs to die. This slug problem has caused me and my family lots of grief and issues as we have a large garden and raised vegetable patches with a wide selection of plants that the slugs love to eat. As we would like to live a sustainable lifestyle, we grow loads of fruit and veg, slugs are a big issue with creating good tasting and good looking produce as they wreck the beds. There are hardly any organic ways to deter or kill slugs apart from slug pellets, as slug pellets are made with toxins which can infect the veg causing it to be harmful to us. This is why I set myself the challenge to get rid of them by setting copper wire around our raised beds then wiring them up, so that when a slug touches both wires it gets a electric shock deterring them so that they don't come back, whilst killing the very small ones so that they don't grow to be big and reproduce. I have also undertake nightly checks of the garden collecting as many slugs and snails that I can find to stop them eating many more plants in the main garden. Recording our captures each night, we have seen a large decrease in the population, only finding 4 or 5 a night in the main garden and none near the veg patches, compared to over one hundred per night before the traps were set.

Come up with your very own invention and write a description of it. You could include:

Problem it was designed to solve

What it looks like

How it works

I made the invention with some help which is explained up above with the electric fence to stop the slugs getting in



The Pack

By

LAUREN HADLOW (Y9)

" My parents always told me to never go a stray!" They were the alphas of the moonlight pack the greatest hunters of them all.

A couple months later this is what I did.

Chapter 1: Moonlight.

" Ok Paul time for lunch, and afterwards you can join us in the gathering." Said Mum

"Ok mum" I replied.

I was the next generation to rule the moonlight pack.

My mother and father always said I was alpha material, but I thought differently.

My Mother had bright grey fur with snowflake eyes.

My Father on the other hand was completely opposite, he had black eyes as black as the twilight sky, and a monstrous scar running down one of them.

He was an aggressive wolf, but always protective the pack.

I was his pride possession.

I didn't have many friends except for one; hunters separated us. (We are not at that part of the story yet!)

Hunters kill us for our fur. The fur can sell for millions. They know which one is the alpha by the scratch of the previous alpha to show his dominance. Anyway, back to the story.

Chapter 2: Slasher's on the run.

I was heading towards the gathering grinding my teeth; this was my first time meeting the pack. Rehearsing the lines my mother had told me from birth " Don't become a stray", my paws were trembling, as I was getting closer to the gathering. I saw the table they were sitting at, it was cramped. Teeth marks all around the table like a shark had attacked it and scratches from fights.

The sky was getting brighter like being the alpha was my destiny, but in my head it didn't feel right.

It was time. I had arrived at the table my heart racing, paws trembling. I put on my fake smile and walked in, everyone howled something didn't feel right.

In a split second Slashers's (hunters) came running in. Guns as big as my legs. Lasers and flash-lights blinding us. I couldn't stay there; I HAD to run that was the last I saw of them.

Chapter 3: On the run.

It felt like I was running for an eternity. I had to stop but so many thoughts were running through my head. Was my pack ok? Are the slasher's behind me? Are my Parents alive? I was alone. After a while I finally stopped, the full moon glistening in the sky, I was devastated to not hear any howls from my pack.

As I was sitting there a cool breeze from the night sky went down my spine and making the leaves in the trees shiver. I was all alone, no one to speak to, no one to protect me, I thought my life was over.

As I slowly drifted to sleep, more and more rustling happened behind me. I could hear something was in the background but didn't know what. It was getting louder and louder when all of a sudden a white wolf fiercely pounced on me causing me to growl. I could see it was a wolf, an arctic wolf. But why was she here?

Chapter 4: Lauren's story

The growls went on for a long time, until I gave up,

"Who, who are you? What are you doing here?" I splattered. "The real question is what are YOU doing here?" said the white wolf excitedly.

"My name is Lauren, I am an arctic wolf I.. I know I don't belong here but please listen," said Lauren.

"I was just a cub when tourists captured me and took me to the zoo, my parents were sent to a group of slasher's. AS you can see I am an arctic wolf and I was raised by an old alpha since my parents were taken from me. I hated being behind bars, I was finally away from the snowy mountains but I couldn't explore behind bars.

So, my father figure and I made a break for it, but only I made it out "cried Lauren.

"Oh I am so sorry" I said. "No don't be, its ok he would have wanted me to be free. Why are you here?" Lauren said. "Ok, I will tell you, I was the next in line to be alpha of the moonlight pack" "OMG the moonlight pack" shouted Lauren excitedly.

"Yes, My mother and father told me never to go astray and I never did. I was on my way to the gathering when something didn't feel right. The pack was on edge, then a bunch of slasher's came running in and killed them. I think they killed them I am not sure. I ran all the way here, then I met you." Murmured Paul

Lauren looked sad for Paul and was about to say this but Paul said "don't be sad, we have each other now. We can keep each other company" Lauren looked up and said "yeah we do, ok alpha what will we do now?"

Chapter 5: Riley's story.

A couple of years later Lauren and I were walking down the night lightened pathway to the moon light territory.

"Look Lauren! This was my base" I said in a far away voice.

"Sorry Paul, but we do need a place to stay for the night and this will have to do." Lauren said.

She ran to one of the huts and started to make herself comfy. I was looking around thinking of the memories I had here. As I was wondering around thinking of these memories I hear a patter of paws. "L..L..Lauren!" I shouted, as fast as she could Lauren was by my side. "What is it Paul?"

"Who are you? What are you doing here?" growled a mysterious dog-shaped silhouette. Which started to walk towards us growling and snarling. "Go away!"

"We are here to help, we are the pack" Lauren said calmly. "You can not help me, now leave," murmured the figure. Lauren and I did not move. "I have gone through a very bad experience," said the silhouette.

"So have we, trust us," I said also in a calming way.

"Ok, fine," hissed the silhouette the dark figure started to move towards us, it was a husky! Not an ordinary one, it was a wild one, and his eye was bleeding.

In a second I got a leaf and placed it over his bleeding eye. As I looked at the eye it looked like a pool of blood spilling out and there was a gaping hole as big as a mouse.

"So, what happened to you?" I asked. "My name is Riley, if you like stories with a happy ending then don't listen to this one. My parents were slaughtered in front of me. Anger over flowed me and I just wanted to rip them apart, but a slasher stopped me with a sleeping dart. When I woke up I was in a dirty cage, a slasher let me out and I bite him on the hand. He slammed me into the wall with a window above it, the glass fell and smashed on to the top of my head and cut my eye. I couldn't open my eye, another slasher came but this one had a gun! He fired the gun but he missed his marker..Me, it hit the door next to me. With my eye bleeding I could see there was a massive hole in the door so I dashed through the hole and ran" explained Riley.

"Oh poor you" said Lauren sadly.

"Any way what are your stories?" Lauren and I told their stories to the newest member of the pack.

As they were talking they didn't realise they were walking and ended up in the woods. "Great, we are in the woods again!" I shouted.

Chapter 6: Archie's story

"Paul calm down, we can sleep here for the night," said Lauren. I agreed every body sat down at admire the twilight sky.

"Wow, I have never seen a twilight sky before. It is..." Lauren whispered "Beautiful isn't it?" said Riley.

One by one they fell asleep, Lauren then Riley.

Seeing as I was the alpha I stayed up all through the night to protect our so-called pack. Yes,

"Paul what are you doing" you are supposed to be sleeping?" Whispered Lauren. "I know, but I am the alpha and I have to look after the pack," I said.

"Help, Help, Help!" shouted something in the dark.

"WHO is that waking me up?" screamed Riley angrily.

In no time Lauren and I dashed to the figure in the dark, it was another Husky, and he was in amazing condition.

"Please, you need to help me?" said the strange husky.

"Ok, Ok calm down" I said. This husky had a collar round its neck, so it must have had a previous owner.

"Tell us who you are?" asked Lauren. "My name is Archie. I had human parents.."

"Human parents" Riley said with a growl "Riley calm down" said Lauren "As I was saying, it was ok to have human parents/owners but I wanted more than just a back garden. One day my parents/owners took me to a field, I was running around having fun when I heard a car drive off. They... forgot about me," explained Archie.

"Oh, sorry" said Riley. "No, no don't be I suppose it was my fault. Can I stay with you guys?"

"Fine, we are a pack," said Lauren. "So, what happened to you guys?" asked Archie.

Hours later after we had finally explained our stories one by one... We fell asleep exhausted. We didn't know the next day was going to be emotional.

Chapter 7: Long way from home.

"Good morning pack" Archie said eagerly. "Archie, Have you ever been in a pack before?" Riley asked.

"No I haven't. But I heard that my parents were in a pack a long time ago" Squirmed Archie. "Wow, really? Which one?" I asked "Umm, the Super wolves" Archie screamed. Silence drifted among the pack.

"Archie, you do know that, that pack is one of the most dumbest packs and the name is stupidest name I have ever heard," said Riley.

"It doesn't matter if the name is stupid or if the pack are dumb Riley that was a very nasty thing to say. Anyway, guys lets go," mentioned Lauren.

As we were all walking away I was very hesitant to leave, something wasn't right.. I knew this because Lauren ran ahead and screamed. "SLASHER'S" she screamed.

"There they are! KILLTHEM!" shouted a man in a camo uniform. I spluttered, "Every one split up, we will meet soon okay?". Everyone gave one last look at each other then dashed off in different directions.

Except for me, seeing as I was the alpha I stayed and stood my ground. That was a mistake...

As quick as a bullet they were surrounding me. I was trapped, no escape now. The slasher's were forcing me into a corner; one of them threw their spear, which sliced my front leg. I howled in pain and ran straight for him, what was there left for me? No family, no pack just me.

Before I knew it I was running away from the slasher's and heading to the hills.

After an hour of running I stopped, I looked at my leg luckily it was just a scratch. I looked to see if I could see any of the pack, nothing.. I was alone.



George Hewitt
Year 7

This painting is called Kangaroo Rain Flying Ant Possum Dreaming by Dennis Nelson Japumula. It is acrylic on a canvas. This painting has a lot of symbols. The bottom left has kangaroo prints with a cigarette which is the white circle, the smoke rises (which is the white line that is along the bottom) into the sky and makes rain clouds which is the textured purple with white rain symbols. In the centre is the flying ant, which flies off when it starts to rain. The possum tracks which are the symbol E on the left of the picture. There is also the symbol for a person, so I think people were camping. The yellow lines show the flight of the flying ants. The painting has an equal composition because it is divided into equal sections, the dots in the sky and on the ground give a good texture.



Isabell Carroll-Clare
Year 7



Laurell Upson
Year 8

Koby Setterfield

Year 7

Aboriginal Art Story

Today is the day; Koby is going to Australia. He couldn't wait, he was up at the crack of dawn to get ready and pack his bags even though the flight didn't leave until seven at night. To fill some time he drew his favourite animal, the kangaroo, he spent hours doing this just to make sure that it was perfect. "Come on Koby, it's time to go." called his Mum from down the stairs. 'Finally' Koby said in his head. it had been sixteen hours but to him it felt like a week.



It had been so long since he was last on a plane so he was a bit nervous but once he got his seat he was fine.

After a long twelve hour flight, he was there. Stepping out of the plane, a beam of sunshine hit him and the heat took his breath away. It was a bit of a change from the boring windy and cloudy British weather. "Koby, the bus is here to take us to our hotel, hurry up before it leaves." said his Mum while collecting their luggage. He collected his bags, got a seat on the bus and began his journey.

It was longer than expected and he was surprised by the state of where they were staying. It was a small two room shack by the side of a river. "Well at least we're under a roof, we have somewhere to sleep and we have food and water." said Dad trying to make the best of the situation. "If we stay together and have fun then everything will be fine." said Mum also trying to reassure him.

It was the next day, and Koby was woken up by a thumping sound outside. Koby was sure he knew that sound but he just assumed that it was his dad catching fish for breakfast. Just to make sure he went outside. His Dad was on the edge of the river bank so it couldn't have been him and his Mum was still asleep inside. He went to ask Dad if he saw or heard anything but he said he's seen nothing but an occasional fish jump out the water. He wondered why he was asking so he said it was probably him just hearing things. He went back to get changed for the trip later, but he noticed something in the corner of his eye. A few meters away in the dry mud there were footprints, he had learnt about animal footprints in school but he couldn't quite remember what this one was. "Dad, I'm just going exploring," he shouted. "Ok son, don't go far."

He followed the footsteps and it brought him to a tree which he thought would be good for climbing. However it was hard to get to as there were bushes surrounding it. He stepped to go to the bush but he was startled by seeing the bush rustle. There was something in there, but he didn't know what. He went round the other side of the bush to get another angle and to find out what it was. Out one side of the bush he could see a long brown tale, on the other a large foot with a scratch probably from the bush. It moved again. However unlike any other mammal he had seen before, it wasn't walking like a human and it wasn't on all four legs. He went into one of the other bushes in case it came out and saw him. In the bush there were a few small grubs so he quickly got out. A few seconds later he realised that the creature must have been looking for the grubs to eat so it couldn't have been any kind of predator or carnivore. Now more comfortable being near to the animal he got even closer. He tripped on a root sticking out the ground scaring the animal making it run off. Koby didn't get to see much of the animal, just a pair of large brown ears.

Continued.....

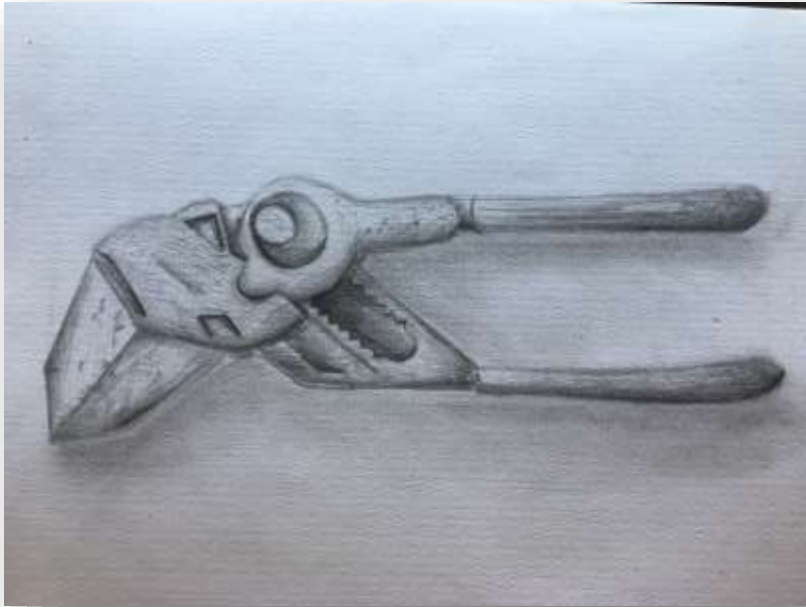
Full of excitement he ran to tell his parents. "Mum, Mum, I saw a creature behind the cabin, it had a long tale, massive feet and it was standing like we do! I think it was a kangaroo but i'm not sure" Said Koby excitedly. But mum said nothing. "Mum, did you hear what I just said? I saw a creature behind the house." "Yeah, Yeah, I'm doing my hair at the moment, go talk to your dad." "But mum..." "I'm doing something, go away." "Fine" he said in his head. Now frustrated he stomped over to the door and slammed it behind him. Making the whole house shake and dust falling from the wooden beams. He slumped over to dad. "Dad, there are kangaroos around here?" "Um, yeah, sure Koby, tell me all about it on the trip later. I have got a big fish on so if you want lunch, do me a favour and find something else to do."

He sat on his bed annoyed that nobody cared about what he said. He tried to cheer himself up by believing that that creature was a kangaroo, it worked a little but it was the fact that nobody wanted to listen to him that hurt him the most. He went back to where he saw the animal to climb the tree. He sat there for the rest of the day just daydreaming. The next day he woke up before everybody which put him in an even more bad mood. He was not sure how he got back to his bed. But he just assumed it was his parents. He went to get changed for the day but saw his bag on the floor, it was the day they were going on the trip. Within a second Koby was out of his bad mood and eager to get out the house and go and explore the plains of Australia. He was ready for the day in a minute. "Mum, dad get up let's go. They both acted like they were as excited as he was but they really weren't as neither one of them got out of bed for a while. Finally they got out of bed and they were both getting ready. "Come on, go go go, mum pack your bag and dad get some pants on!" Finally they were all ready to go and all as excited as Koby was. And then began the journey.

They knew they were going far so they stayed close to the river because if they followed that on the way home they would find their house. They were going for hours and they found many things, caves, waterfalls, lizards, bugs and even bones. Koby collected everything he could and was fascinated by every single one. They had to take many drink breaks as there were steep hills and scorching heat. However, the drink breaks were the best time to admire all the wonderful wildlife and sounds. They were just about to turn around and go home but Koby heard something. "Wait." he said, making both his mum and dad look at each other in a surprised way. "Come on, Koby, we need to..." "Shhh." he said. Mum gasped at his rudeness but didn't make a big scene. It was a kangaroo eating some grass beneath a tree. "Let's get closer, quick, before it goes away!" he said as fast as he could. He went to run after it but he was stopped by his dad. "You see that rock over there."

"Yeah why." He said, confused. "Come here look from where I am." His dad said "Oh yeah, there are people with a bow and arrow, are they hunters, we need to stop them." Koby said slightly panicking. "No son they are Indigenous people they make a type of art called Aboriginal, they must be hunting for food." "Ah poor thing must have been in a fight before look at his foot it has scratch on it." Said mum in a sad tone. "Mum did you say scratch on its foot? I knew it, that's what I saw behind the house." The person pulled back the arrow on his bow, lining up his shot, you could see his arms shaking with tension, he was about to make the shot. "STOP." Koby screamed the loudest he could. The person shot the arrow. It was a perfect shot and it was about to hit the kangaroo. Koby picked up a stone and threw it near the kangaroo. It ran off. The indigenous people ran off to chase the kangaroo. Koby had never been so happy, the only thing he could feel was joy all through his body. "I did it." he shouted. "I saved my favourite animal." Here son take this, keep it and treasure for the rest of your life." It was the arrow that almost hit the kangaroo, it had hit the tree behind where the kangaroo was standing. "I will don't worry, I am never going to forget this day." "Well done you are a true hero."





Cyprian Jarezak

Year 10

Kiera Holtham Year 10



Payton Lupton

Year 10



Payton Lupton

Year 10





Alex McKnight

Year 11



Isobel Evans

Year 11



Mia Nyberg

Year 12



Willow Harrild

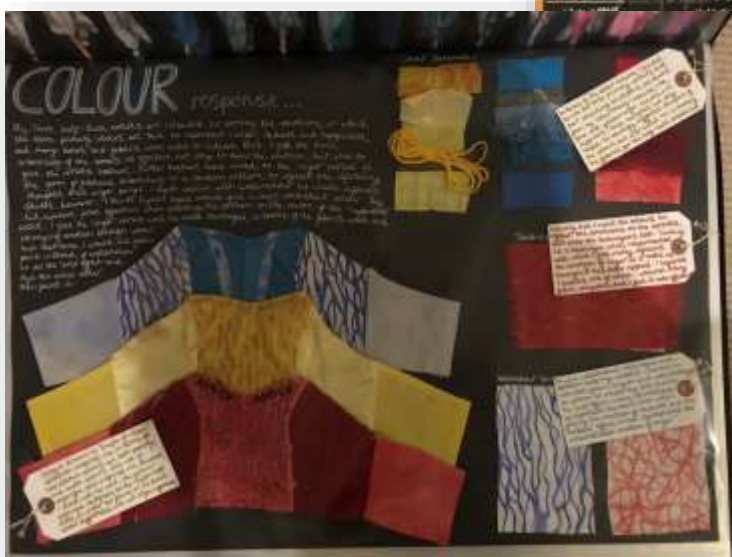
Year 13



Textiles Department

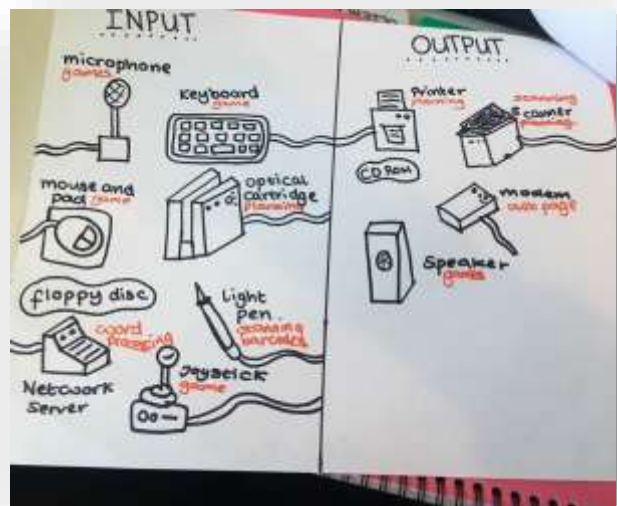
Laura Hunt

Year 12





Freya Wilson Year 7



George Ward has been doing some amazing coding..

<https://studio.code.org/projects/dance/VIG6ASoCT8gZux0HmdmWsojDrCut73rSqHtYeabsMU4>

Dylan White

Computing Work – Virtual Reality

- 1) Space Walking – If a cord breaks you will be sucked into the black abyss of space – this is very unlikely
- 2) Bungee Jumping – Some people are frightened so it conquers their fears
- 3) Fly an Airplane – Flying an airplane takes a lot of skill so this will get them more practice and provide room for mistakes without having to worry too much
- 4) Drive lorries – Driving lorries is difficult so this will enable people to learn the techniques of driving an arctic (44 ton)

Could Be Played...

- 1) Horror Games – e.g. Resident Evil 7 Biohazard
- 2) First Person Car Games – e.g. Grand Turismo 7

Can't Be Played...

- 1) In my opinion, I think any game can be played on VR because there are many accessories that can be played with the VR such as a controller, a gun, hand controllers which act as your hands so any game is possible because the movement aspect is already covered and possible to do. VR technology is very advanced and I think they thought very hard and long to try their best to invent technology which makes every game possible to play.



Islam – Beliefs by William Marsh Year 10

1 Mark Questions

Which **one** of the following describes Muslim beliefs about life after death?

Tawhid B) Akhirah C) Shahadah D) Adalat = A

Which **one** of the following is **not** part of the Five Roots of Usul as-Din in Shi'a Islam?

A) Tawhid B) Giving to charity C) Prophethood D) The Day of Resurrection = D

Which one of the following best describes the meaning of Tawhid?

A) Prophethood. B) Justice. C) Life after death. D) Oneness of God. = A

Which one of the following is the meaning of Adalat?

A) Judgement. B) Justice. C) Omnipotence. D) Predestination. = D

Which one of the following best describes the meaning of Risalah?

A) Tawhid B) Justice C) Prophethood D) Predestination = B

Which one of the following is the name given to the state of waiting that a Muslim enters after they die?

Akhirah B) Purgatory C) Paradise D) Barzakh = C

Which one of the following is the name of the holy book that was revealed to Moses?

The Gospel B) The Psalms C) The Scrolls of Abraham D) The Torah = A

Which one of the following revealed the Qur'an to Muhammad?

A) Iblis B) Israfil C) Jibril D) Mika'il = C

Which one of the following is the belief in angels?

A) Tawhid B) Imamah C) Malaikah D) Nubuwwah = C

Which one of the following is the concept of messengership?

A) Nubuwwah B) Risalah C) Hadith D) Prophets = D

Which one of the following describes the way of life set out by Muhammad?

A) Qur'an B) Hadith C) Salah D) Sunnah = C

2 Mark Questions

Name **two** articles of faith in Sunni Islam. The gospital and the Torah

Give **two** Muslim beliefs about heaven. They believe there is a heaven and hell and referring to death as "A great sleep".

Give **two** of the Holy books, other than the Qur'an. The tawrat and Zabur.

Give **two** angels that are mentioned in the Qur'an. Hafeza and Hamalat.

Name **two** Muslim holy books. Torah and the zabur.

Give **two** different roles that angels have in Islam. Act as messengers and help people.

Give **two** reasons why prophets are important in Islam.

Give **two** reasons why the Imamate is important to Shi'a Muslims.

Give **two** differences between Sunni and Shi'a Islam. They have different practices and teachings.

Give **two** of the six articles of faith in Sunni Islam. Belief in one god and the belief of angels.

Give **two** of the Usul ad-Din.

Name **two** of the prophets other than Muhammad. Idris and Nuh.

Give **two** of the Ten Obligatory Acts. Commitment and Samn.

Continued.....

4 Mark Questions

Explain **two** ways in which belief in predestination influences Muslims today. To Live a good life and follow gods footsteps.

Explain **two** ways in which belief in God's justice (Adalat) influences Muslims today.

Explain **two** ways in which a belief in life after death influences Muslims today. Influences muslims to live a good life so they can live another.

Explain **two** ways in which belief about heaven and hell influence Muslims today. That if they are good in life they will go to heaven but if they are bad they will go to hell.

Explain **two** ways in which a belief in the Supremacy of God's will influences Muslims today.

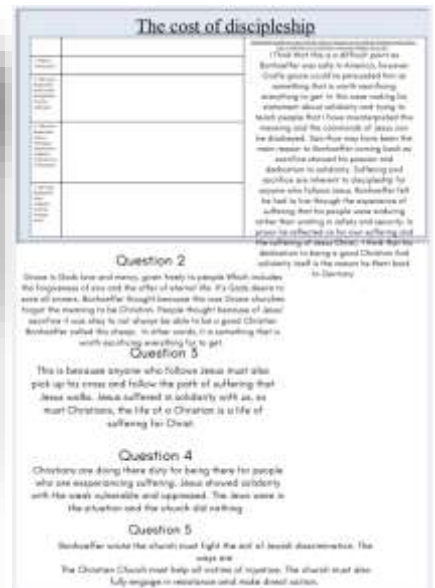
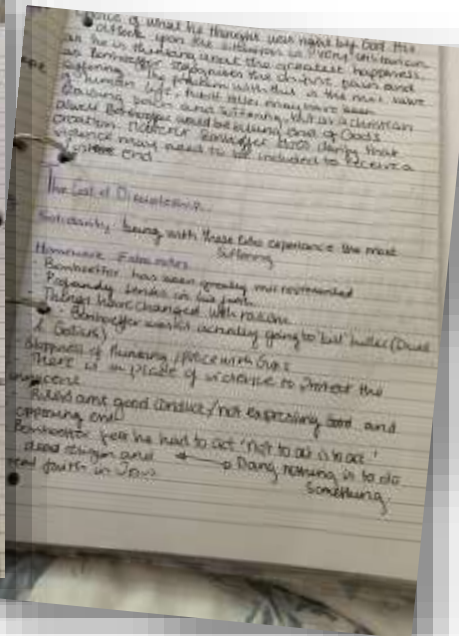
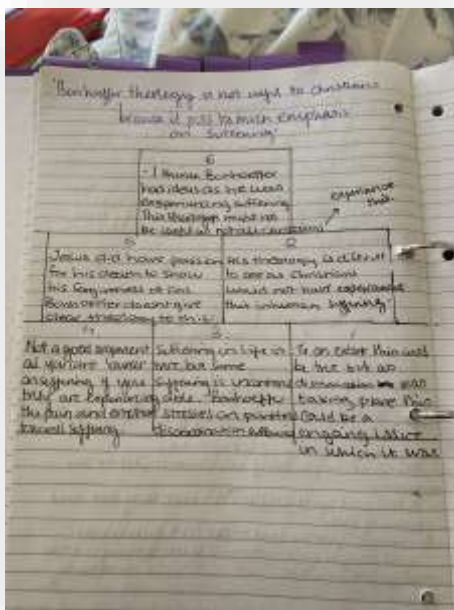
Explain **two** ways in which a belief in Prophethood influences Muslims today. To follow their footsteps.

Explain **two** contrasting Muslim beliefs about God's nature. That there is only one god.

Explain **two** of God's qualities. All loving and All powerful.

Explain **two** ways in which a belief in the afterlife influences Muslims today. Influences them to be good in life so they have an afterlife in a place such as heaven.

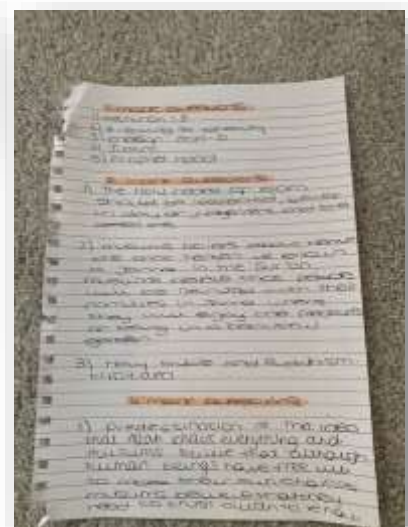
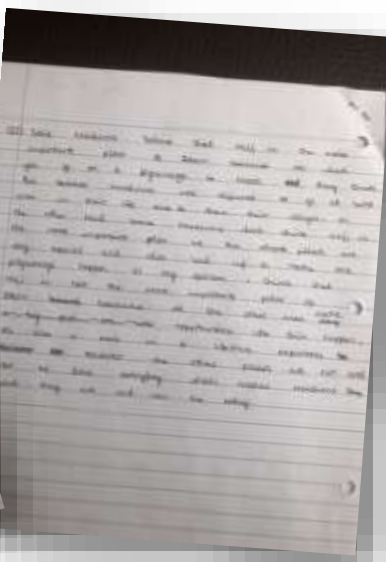
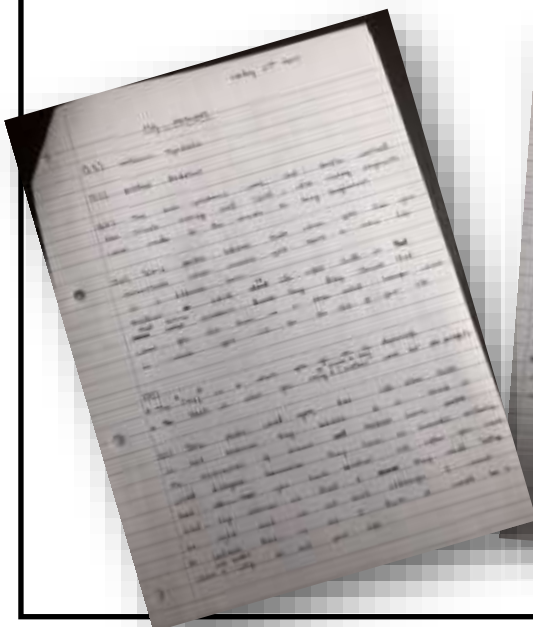
Elouise Turner Year 12



Meghan Weller Year 8

Yasmin Russell

Year 10



Anya O,Meara Year 10

012 If God were loving, there would be no suffering in the world.

Evaluate this statement.

In your answer you should:

- refer to Christian teaching
- give reasoned arguments to support the statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]
[18 marks]

Some people would agree that "if God is all loving there would be no suffering in the world." For example in school we looked at a case study of two young boys named Jon Venables and Robert Thompson who kidnapped and brutally murdered a two year old boy called James Bulger. James Bulger suffered multiple injuries when this event took place in February 1993 and although Venables and Thompson were given a prison sentence it still doesn't bring James back or take any pain they have caused away from his family. This could make people question whether God really is Omnipotent if he let such an awful thing happen to such an innocent boy and God still lets suffering in

in the world happen.

On the other hand, some people would disagree with the statement that God is all loving and he allows suffering in the world to happen because of this. A famous Christian author called C.S. Lewis once said "otherwise we would be like children in a play pen." This suggests that if God doesn't allow suffering to happen we can't grow and learn as people so suffering needs to happen to allow us to do so and overall showing God loves us.

Overall I think that if God was all loving there wouldn't be any suffering in the world. For example we watched a case study on two people called Ian Brady and Myra Hindley and they violently kidnapped, tortured and murdered innocent people. I just believe that something nobody and their families should have

013 Explain two ways in which belief in the resurrection of Jesus influences Christians today.

[4 marks]

One way in which the belief of resurrection helps Christians today is that it gives them a sense that an after life is real. This might mean that their mind is at rest as knowing Jesus went to heaven it gives a sense of hope for the future. Another way the belief in resurrection influences Christians today is that it shows them God loves them, if he is willing to let his

(Next page)

014 Explain two Christian teachings about judgement.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

One Christian judgement teaching about judgement is that there is a heaven and hell. In the parable of the sheep and the goat it says "I needed clothes and you clothed me." This suggests that by serving others you are serving God and these good, kind actions are the pathway leading to heaven. Another Christian teaching about judgement is judgement day.

(Next page)

Extra space

to go through no matter who you are and if God really was all loving he wouldn't allow bad things to happen to good people and if it really is the case that he is trying to help people grow I believe there is other ways of doing so.

Year 9 Religious Studies Distance Learning Part 2 (questions 3 and 4)

The Parable of the Good Samaritan

Re-read the parable of the Good Samaritan in Luke 10:25-37 from when you completed part 1 of this topic.

Luke 10:25-37 Good News Translation

The Parable of the Good Samaritan

A teacher of the Law came up and tried to trap Jesus. "Teacher," he asked, "what must I do to receive eternal life?"

Jesus answered him, "What do the Scriptures say? How do you interpret them?"

The man answered, "'Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind'; and 'Love your neighbour as you love yourself.'"

"You are right," Jesus replied; "do this and you will live."

But the teacher of the Law wanted to justify himself, so he asked Jesus, "Who is my neighbour?"

Jesus answered, "There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. 31 It so happened that a priest was going down that road; but when he saw the man, he walked on by on the other side. In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Take care of him,' he told the innkeeper, 'and when I come back this way, I will pay you whatever else you spend on him.'"

And Jesus concluded, "In your opinion, which one of these three acted like a neighbour toward the man attacked by the robbers?"

The teacher of the Law answered, "The one who was kind to him."

Jesus replied, "You go, then, and do the same."

Question 3

Thinking about the Parable of the Good Samaritan, complete the following table giving as many ideas as you can:

The Samaritan was right to help the injured man because....	The Samaritan was wrong to help the injured man because...
If the Samaritan had not helped the man because if the injured man were not helped he would have most likely died.	The injured man could have not been a good guy and the money and care put in for the injured guy if he wasn't a nice guy then it could have gone to someone in his family etc.
The Samaritan would have left the place of his heart filled with pity he possibly wouldn't have felt that good if he just left the guy so it was good for his wellbeing as well.	The injured man could possibly try and give back to the man who helped him with more than he officially spent on helping him

Using your table to help, evaluate the statement "The Samaritan was right to help the injured man".

Use the format:

Paragraph 1 - Introduction (what is the story about?)

Paragraph 2 - Some people would agree that the Samaritan was right to help the injured man, because..... (include reasons and examples).

Paragraph 3 - Some people would disagree and say that the Samaritan was wrong to help the injured man, because..... (include reasons and examples).

Paragraph 4 – I think that..... (Give your opinion including your reasons and examples).

The story was about a man who was going past an injured person and could see that if not treated or looked after he would most likely die and he was not wanting for that to happen and the moral of the story being that if you help someone out it will eventually come back to you for doing the right thing even if it isn't by the person you had helped but for the people who had walked past and not cared for the man or even try and do the most simple thing for them they will not get anything back but instead will receive nothing because they had not done anything. Some people in their opinion would say that it was the right thing to do because the act is what god would of wanted you to do and also if the man was to be left not helped by anybody who walked by he would of died and that is not loving your neighbour as you love yourself because if you were in that situation you would surely want someone to help you out and not just leave you there to die. Also, another reason is that the act the Samaritan had made he would be rewarded for it someday even if it's at his time at earth but the robbers who had committed the crime of robing the man they would face the punishment of what they had done and would receive the same pain they had given to the man who they had left to die. Some people however could say that it was not right to help the injured man because he could have not been the nicest man and could of been doing the same crimes to other people and eventually it came back to him but he was helped. Also, the care he had given the man and the money to the person who took care of him and everything he had done for the man could of gone to someone closer to his heart or he knew was a good person who was in need instead of a stranger for all he knew could have been someone who would of never done the same for someone else and was not a good guy at all. I personally think that it was the right thing to do because if the story was being told by Jesus as an example then you pretty much know that the Samaritan had been rewarded with the same amount of gratitude he had given to the injured man and the reward being eternal life.

Finally, we have had some superb examples of work using Powerpoints and videos which can be seen using these links.

<https://www.fulstonmanor.kent.sch.uk/page/?title=Emiliyia+Rodrigues+%2D+Socialisation&pid=1572>

<https://www.fulstonmanor.kent.sch.uk/page/?title=George+Ward+%2D+Making+Mini+Galaxies+In+A+Jar&pid=1579>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Gous+Karis+%2D+Model+of+A+Body+Joint&pid=1578>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Grace+Manston+%2D+PE+Workout&pid=1581>

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<https://www.fulstonmanor.kent.sch.uk/page/?title=Leo+Helene+%2D+Performing+Arts&pid=1577>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Lewis+Chambers+%2D+Fish+Gills&pid=1567>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Marcus+Duplock+%2D+Bouncy+Egg+Experiment&pid=1580>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Marcus+Duplock+%2D+PE+Workout&pid=1582>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Miller+Smoker+%2D+Performing+Arts&pid=1574>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Rachael+Petersen+%2D+The+Difference+Between+A+Comet%2C+Meteor%2C+Asteroid+And+A+Meteorite&pid=1568>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Romilly+Harding+%2D+Performing+Arts&pid=1575>

<https://www.fulstonmanor.kent.sch.uk/page/?title=Spike+Sweeney+%2D+Bonhoeffer&pid=1585>

Wow!!! If you have made it to the end of this bumper issue then well done you!!! As you would agree we have seen some fantastic examples of excellent work.

But even if you haven't been able to complete as much work as you would have liked to we hope that you are keeping safe and well and