

OUTSTANDING WORK

AUDENSHAW SCHOOL NEWSLETTER

May 2019

Star Students

Students who have produced outstanding work over the year, made great progress and have stood out for all their hard work! Nominated by their class teachers.

Art Department

N.Clare— 9D

Z.Raja— 9D

S.Nasir— 9D

This outstanding work which was completed as part of a recent Op Art project in which our Year 9 students focused on perspective and illusion within a cityscape. The resulting compositions were coloured using tonal and blended shading making for amazing pieces of work. Well Done!

Mrs Parker
Teacher of Art



English Department



As part of the school's celebration of World Book Day this year, some Year 9 students created miniature book worlds, where they chose a scene from a book they have read.

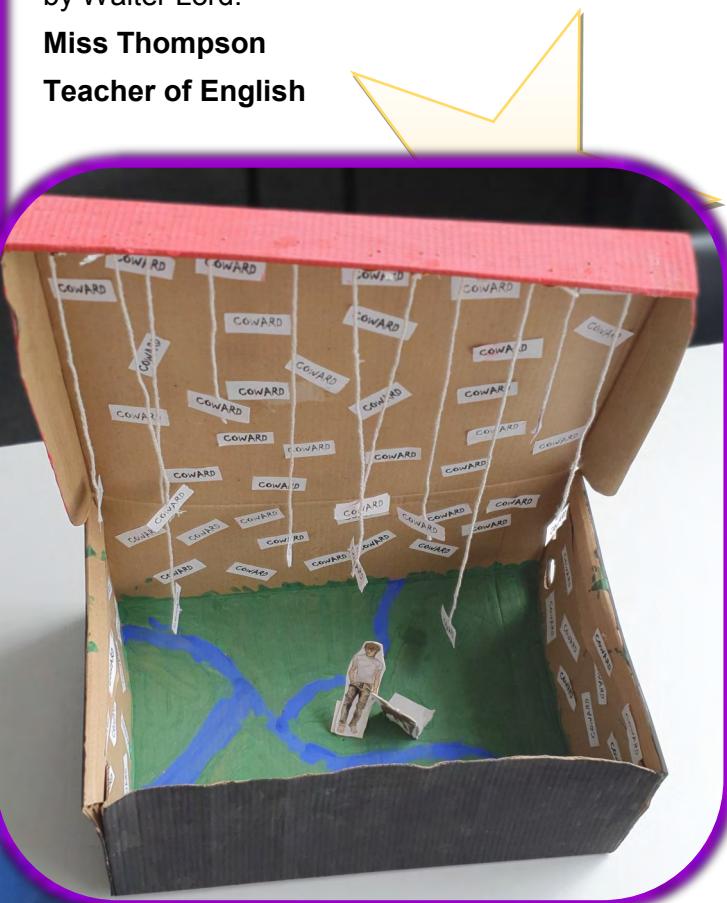
The students had the task of planning and creating a well-known scene from a book of their choice. Working in teams, their brief was to create a 3D world of a book in a story box that does not feature the book title in words.

Can you work out which books they are from?

Answers include: The Knife of Never Letting Go by Patrick Ness, Of Mice and Men by John Steinbeck, Holes by Louis Sachar and A Night to Remember by Walter Lord.

Miss Thompson

Teacher of English



English Department



C.Dongol—9L

H.Baker—9A

M.Williams—9D

L.Claffey—9A

S.Stopford—9L



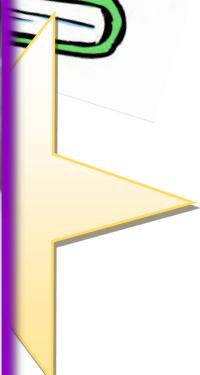
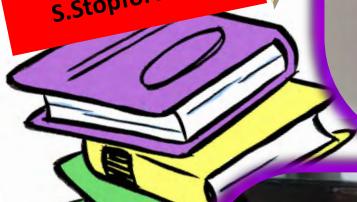
J.Ogden—9D

Z.Raja—9D

B.Partington—9D

O.Cochrane—9D

S.Brands—9D



English Department



H.Cooper in 7L created this wonderful piece of homework for Miss Wilde while studying their Shakespeare unit. They were asked to research the lives of an Elizabethan audience and to show how they would have experienced the Bard's work.

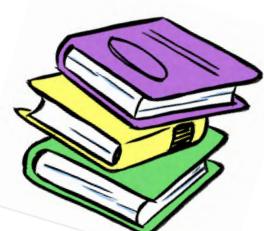
H.Cooper carefully recreated the circular building of the Globe Theatre, displaying the three storey, wooden frame covered in the distinctive white wattle and daub of the era. He also carefully noted that when Romeo and Juliet was performed, the Globe would have had an open thatched roof, prior to the fire in 1613.

Inside is a wooden stage with standing room for most of the audience. Harry also took care to create his poster for Romeo and Juliet in black and white to convey the fact that this is one of Shakespeare's Tragedies.

What a fantastic and detailed piece of research. Well done!

Miss Lofthouse

Teacher of English



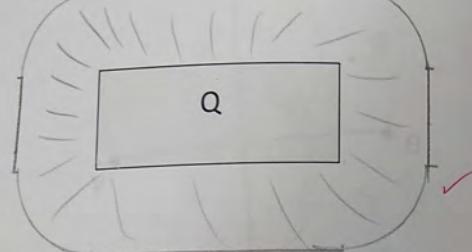
Maths Department

A huge well done H.Johnson in Year 7 for the outstanding effort and work completed during Maths this term. The regions identified in these Loci tasks demonstrate a great understanding of the topic. Well done!

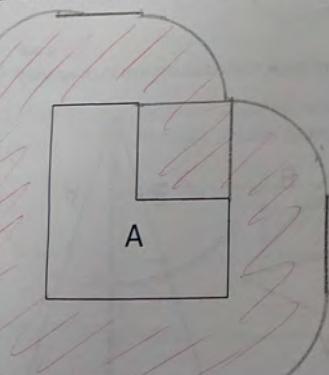
Mr Stephenson
Teacher of Maths

Loci Exercises

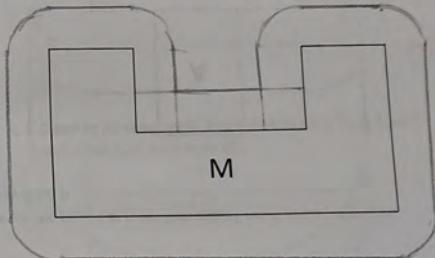
1. Mr Dumpleton is 2cm from shape Q. Shade the region he could be in.



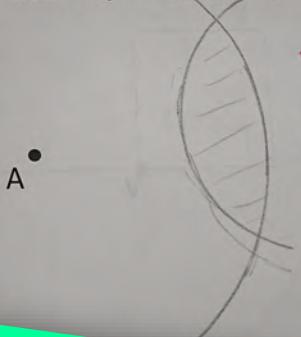
2. Sketch the region in which you are at most 2cm from shape A.



3. Draw the locus representing points which are 1cm from the edges of polygon M (this could include the inside).



4. Sketch the region which is at most 5cm from A and 3cm from B.



H.Johnson—7W

A great selection of Year 11 Set 2 independent revision completed outside of class in preparation of the students GCSE Maths exams.

Mr Whitehead
Teacher of Maths

A.Clarke—11G

B.Doulson—11G

R.Mistry—11B

T.Webb—11D

Area of Trapezium = $\frac{1}{2}(a+b)h$

Parallel Lines

F corresponding
Z alternate
X vertically opposite

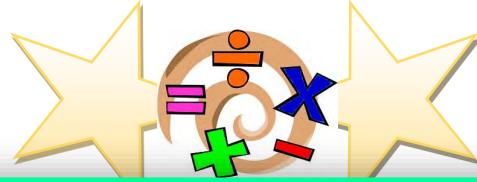
Pythagoras: $c^2 = a^2 + b^2$

Trigonometry: SOH CAH TOA

$$a^2 + b^2 = c^2 - 2bc \cos A$$
$$\frac{b}{\sin B}$$

3D. Pythag: Draw steps! 2D

Maths Department



$$\text{Q11} \quad 8, \underbrace{5,}_{-3} \underbrace{2,}_{-3} \underbrace{-1,}_{-3} \underbrace{-4}_{-3}$$

$$= -3n + 11$$

Quadratic Sequence :

$$an^2 + bn + c$$

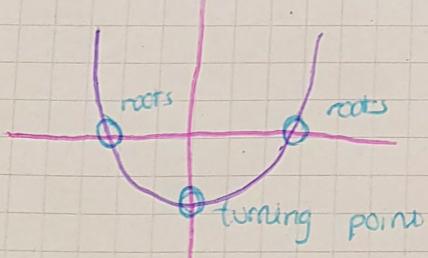
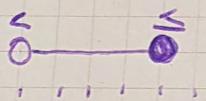
$$\begin{array}{cccc} 0, & 3, & 10, & 21 \\ \underbrace{3} & \underbrace{7} & \underbrace{11} \\ 4 & 4 & \end{array}$$

$$\begin{array}{lll} n=1 & n=2 & n=3 \\ a+b+c, & 4a+2b+c, & 9a+3b+c \\ \underbrace{3a+b+} & \underbrace{5a+b+} & \underbrace{2a+} \\ & & \end{array}$$

$$2a = 4 \quad = 2n^2 - 3n + 1$$

$$\begin{aligned} a &= 2 \\ 3a+b &= 3 \\ 6+b &= 3 \\ b &= -3 \end{aligned}$$

$$\begin{aligned} a+b+c &= 0 \\ 2-3+c &= 0 \\ c &= 1 \end{aligned}$$



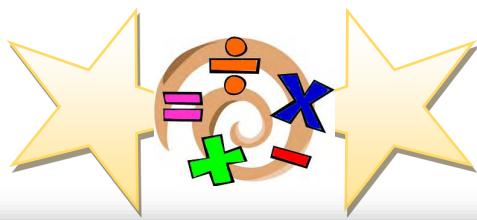
Inverse Functions:

1. Rewrite as $y = f(x)$
2. Make x subject
3. Swap x and y
4. $y = f^{-1}(x)$

Functions:

$$fg(x) = f(g(x))$$

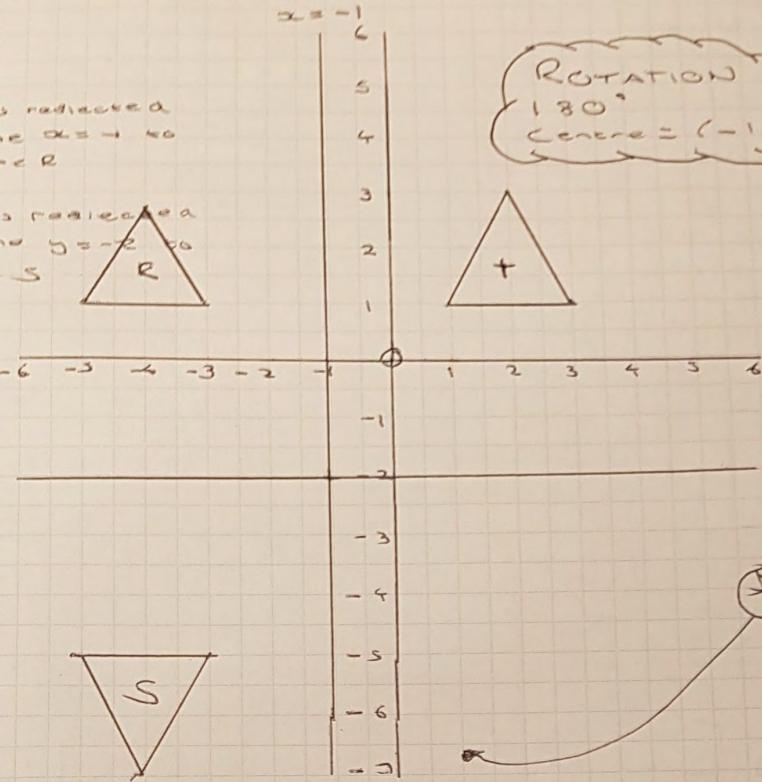
Maths Department



- 6
 • Shape T is reflected in the line $x = -1$ to give shape R

- Shape R is reflected in the line $y = -2$ to give shape S

• Describe
resizable
transformation
that will
map shape
T to
shape S

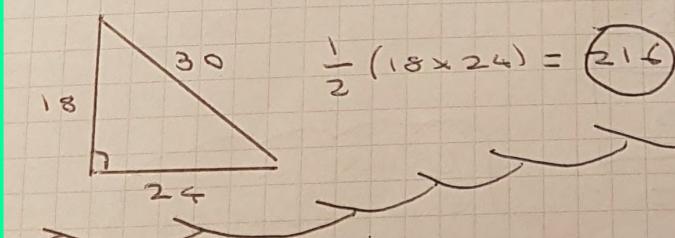


ROTATION
180°
Centre = $(-1, -2)$

- ⑤ • perimeter of right-angled triangle is 72 cm
• lengths of sides are in ratio 3:4:5

$$3+4+5 = 12$$

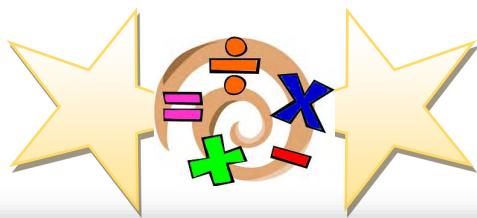
$$72/12 = 6$$



$$\text{Q3} \quad 27^{-\frac{2}{3}} = \frac{1}{27^{\frac{2}{3}}} = \frac{1}{(3\sqrt[3]{27})^2} = \frac{1}{9}$$



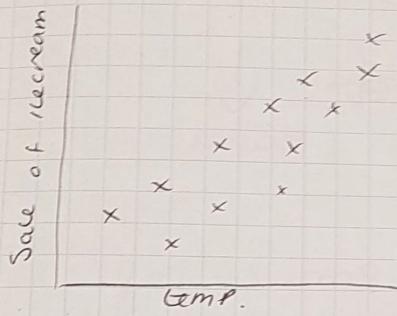
Maths Department



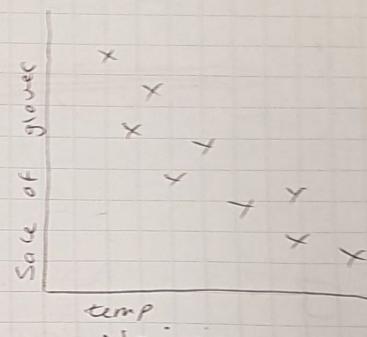
upward trend of the points in the position \rightarrow Positive Correlation

Downward trend in the position of the points \rightarrow Negative Correlation

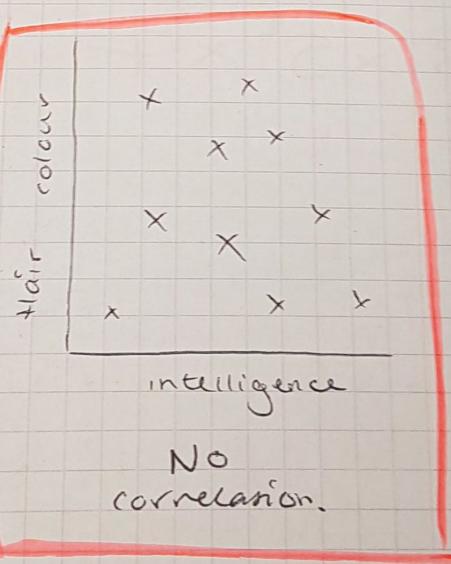
No particular trend in the position of the points \rightarrow No Correlation.



Positive Correlation



Negative Correlation

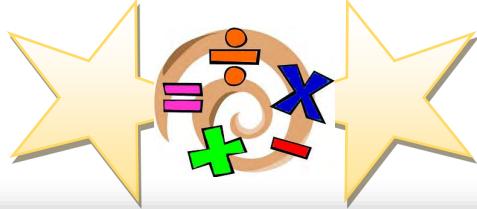


Can be a factor

No correlation.

↑
Not usually on EXAM

Maths Department



Finding the n^{th} term of a quadratic Sequence

a) Find the formula for the n th term of this quadratic Sequence

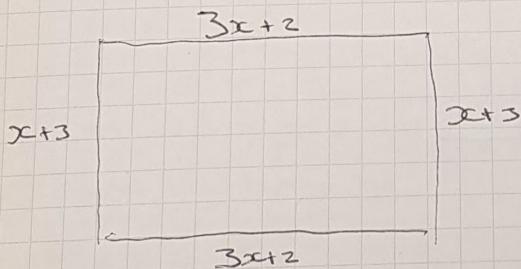
$$\begin{array}{cccc} 7 & 12 & 21 & 34 \\ \underbrace{\quad}_{+5} \qquad \underbrace{\quad}_{+9} \qquad \underbrace{\quad}_{+13} \\ 5 & 4 \end{array}$$

Forming formulae and equations

The perimeter of this rectangle is 50cm

a) Form an equation in terms of x for the perimeter of the rectangle $P = 8x + 10 = 50$

B) Solve your equation = $x + 5\sqrt{v}$



$$3x + 2 + 3x + 2 + x + 3 + \\ 8x + 10 = 50 \quad \checkmark$$

~~10~~

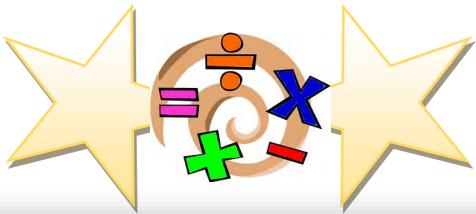
Solve equation

$$8x + 10 = 50$$

$$8x = 40$$

$$x = 5$$

Maths Department



$$\frac{a^m}{a^n} = a^{m-n}$$

$$\frac{3^2}{3^2} = 3^{-2}$$

$$(a^m)^n = a^{m \cdot n}$$

$$(6^4)^3 = 6^{12}$$

$$a^{-m} = \frac{1}{a^m}$$

$$8^{-5} = \frac{1}{8^5}$$

$$a^{\frac{m}{n}} = (\sqrt[n]{a})^m$$

$$8^{\frac{2}{3}} = (\sqrt[3]{8})^2 = 2^2 = 4$$

$$a^0 = 1$$

$$5^0 = 1$$

DOU

SOH CAH TOA

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$

find θ when $\sin \theta = 0.75$

$$\theta = \sin^{-1}(0.75)$$

$$\theta = 48.6^\circ$$

✓✓

Sine rule

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

(side)

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

(angle)

Cosine rule

$$a^2 = b^2 + c^2 - 2bc \cos A$$

(side)

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

(angle)

Multiply surds

$$\sqrt{3} \times \sqrt{5} = \sqrt{15}$$

$$(5\sqrt{3})(2\sqrt{3}) = 10 - 5\sqrt{3} + 2\sqrt{3} - \sqrt{3}\sqrt{3}$$

$$\sqrt{3} \times \sqrt{3} = 3$$

$$(7 - 3\sqrt{3})$$



Geography Department



L.Morris—8W

6/6 Excellent AP

Exam question: Discuss the possible impacts of climate change in the UK.

Positives	Negatives
Longer growing seasons	Increased risk of diseases such as malaria.
Increased crop yields	Decreased rainfall-effects on water security and crops
Decrease in cold-related deaths during the winter	Species extinction
Reduction in energy demand for heating	Sea level rise and the displacement of people
Increase in tourism in the UK	More extreme weather
New crops grown here, reducing food miles on imports	UK fisheries affected as cod migrate further north

For the UK, climate change has both positive and negative effects. To start with a positive, there is a chance of tourism boosting the economy. With the weather being warmer, more people will come to the UK on holiday. People may also want to stay in the UK for a holiday, meaning less people will fly on planes; this reduces the amount of CO₂ produced. However, however, the warmer weather will draw more mosquitoes to England. This means that more people could die of malaria.

This would crash the economy as the NHS would have to spend more money on treatment for mosquito/malaria related illnesses.

There could also be more extreme weather, destroying buildings and putting the country in crippling debt.

Now you need to come to a conclusion. Do the positive effects of climate change outweigh the negatives or vice versa? Decide and give evidence to back up your choice.

The negative effects outweigh the positive effects as climate change is more likely to put people in danger. Extreme weather and foreign illnesses could kill people; this is more serious and growing crops that we can already get if we transport

L.Morris was set a homework challenge based on a lesson he had completed on Climate Change. He has demonstrated the ability to present a balanced argument as well as using his initiative away from the examples provided. He is an excellent Geographer and this work only demonstrates some of the excellent work he has produced this year. Well done, keep up the hard work!

Miss Hopkins
Teacher of Geography



Geography Department



Three students have excelled in their recent test where they have gained exceptionally high marks in their Geographies of Conflict topic. They have all shown an ability to answer GCSE style exam questions exceptionally well. Mrs. Sykes and I are delighted by the students progress over the year and want to celebrate their success.

Miss Hopkins
Teacher of Geography

Number/face

c) Identify TWO quantitative impacts of the civil war from the source. (2 marks)

1. The War has killed nearly 10,000 people.
2. Malnutrition is threatening the lives of 400,000 children under 5.

d) Suggest how ONE of these impacts will affect the future development of Yemen. (2 marks)

2. If malnutrition results in 100,000's of children dying, then the future generation will have a smaller workforce means the country cannot work to develop.

6) Assess the impacts of armed conflict on the people and economy of the areas affected. (9 marks)

Syria is experiencing armed conflict on an enormous scale with most of the population being affected by it. So far the war has killed 387,000 people and around 200,000 are missing. This means that a large chunk of its economically active population has perished. This means there are less people to work and produce products for the country. Meaning Syria has to import to survive and cannot export; losing lots of money. The lack of tax-payers also means there is very little money for the government to spend on public services.

As the country becomes more unsafe, Syria will lose foreign trade connections as other countries won't trust it. This means Syria will lose lots of jobs provided by foreign companies meaning the overall average GDP will fall as many people have nowhere to work. Currently 38.4% of the population is jobless which is much lower than other countries.

syria

random numbers written vertically on the left side of the page

123.

Geography Department

A.Boukhchem—9W

Answer ALL the questions to the best of your ability.

- 1) Define conflict. (2 marks)

Conflict is the disagreement between two groups in a country, example of this is...
U.S. Brexit many people argue yes and no.

- 2) Look at the map below, it shows the areas of highest travel risk, the darker the country, the more dangerous it is.



- a) Name ONE country that falls within the highest category. (1 mark)

Lybia.

- b) Using the map, describe how the travel risk varies around the world. (3 marks)

Around the world, travel risk fluctuates. In Europe, it is low however, in Scandinavia, countries in the north, it is very low. Some of Europe, in Africa, in N. Africa, the risk is much higher around the Sahara desert, with a higher risk than the south. Finally, Central America (Caribbean) has a high risk with Mexico having the risk.

- e) Explain how physical and human geography can be the cause of armed conflict. (6 marks)

A human cause could be dictatorship because it means there is only one person in charge to rule the country. Therefore, there will be a huge amount of people who disagree with their decisions. This disagreement will get to a point where people are against it, inevitably causing a war.

A physical cause could be climate change because the temperature increasing will cause more desertification and lack of resources. Therefore, people are struggling to survive and will fight for food, water, and shelter. Therefore, it increases the conflict and could lead to war.

- 4) Using the image and your own knowledge explain how war can affect the environment. (4 marks)



War has a negative impact on the environment due to...

carefully at the map below, it shows the destinations of people displaced from Syria.



- ① a) What is the name of this type of map? (1 mark)

Line chart map.

- b) Can you suggest another suitable method of displaying this information? (1 mark)

Line graph.

- ② c) Which country has received the highest number of Syrian refugees? (1 mark)

Turkey with 1.9 million.

- d) Using the graph, complete the table below (5 marks)

Statement	TRUE or FALSE?
More people are displaced within the country than outside it.	True ✓
People are only going to places that directly border Syria.	False ✓
Syria's population has fallen by approximately 4 million due to people migrating.	True ✓
This map shows qualitative data.	False ✓
Places that are closest to Syria receive the highest number of refugees.	True ✓

The huge explosions which causes land to become dry and infertile. Therefore, people can't grow crops and therefore there is a lack of food. Also the flames release gases and smoke polluting the air. This will lead to more deaths from diseases and illnesses. From increased CO₂ in the atmosphere.

- 5) Read the news extract below.

For a little more than three years, Yemen has been locked in a seemingly intractable civil war that has killed nearly 10,000 people and pushed millions to the brink of starvation.

The conflict has its roots in the Arab Spring of 2011, when an uprising forced the country's long-time authoritarian president, Ali Abdullah Saleh, to hand over power to his deputy, Abdrabuh Mansur Hadi.

The political transition was supposed to bring stability to Yemen, one of the Middle East's poorest nations, but President Hadi struggled to deal with various problems including militant attacks, corruption, food insecurity, and continuing loyalty of many military officers to Saleh.

The stalemate has produced an unrelenting humanitarian crisis, with at least 8.4 million people at risk of starvation and 22.2 million people - 75% of the population - in need of humanitarian assistance, according to the UN. Severe acute malnutrition is threatening the lives of almost 400,000 children under the age of five.

SOURCE – BBC NEWS 2018

- a) What was the cause of the civil war in Yemen. (1 mark)

An uprising forced the president to hand over power to Abdrabuh Mansur Hadi, who struggled to deal with problems such as militant attacks, corruption and food insecurity.

- b) Outline a strength of this source. (2 marks)

Their points are backed up with evidence such as statistics. This gives a better understanding of how severe the situation actually is.

C.Dongol—9L

History Department

J.Buxton—7Y

Year 7 students were asked to produce a Horrible Histories style booklet on the 'Measley Middle-Ages'. There were some outstanding pieces of work produced, detailing many aspects of life in Britain during this time period. The booklets were completed as a series of homework tasks and it is clear that hours of work went into them.

Mr Wilkinson

Teacher of History

M.Qureshi—7Y

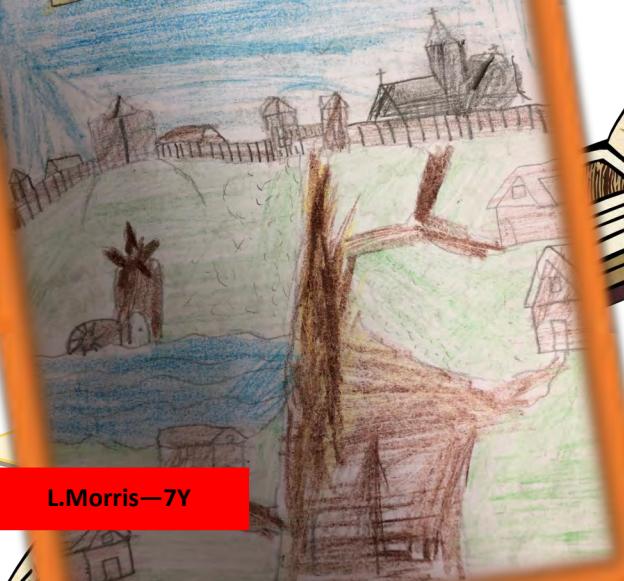
G.Piranishvili—7Y

E.Lee—7Y

History Department

MIDDLE AGES

by Liam Morris



L.Morris—7Y



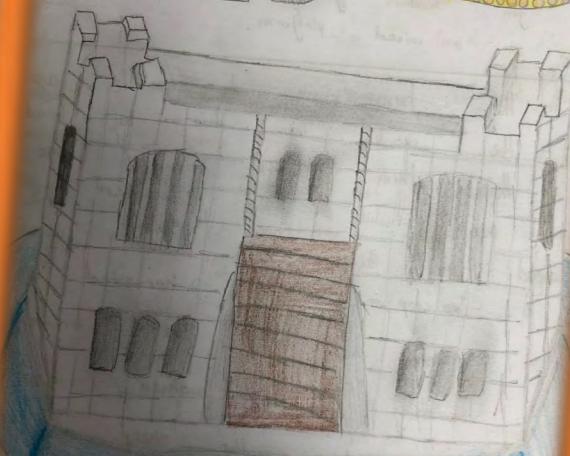
GOES ALL THE WAY BACK TO THE...
1453
476
AD 2019

MEASLY MIDDLE AGE

A.Lad—7Y

By Anish Lad
7Y

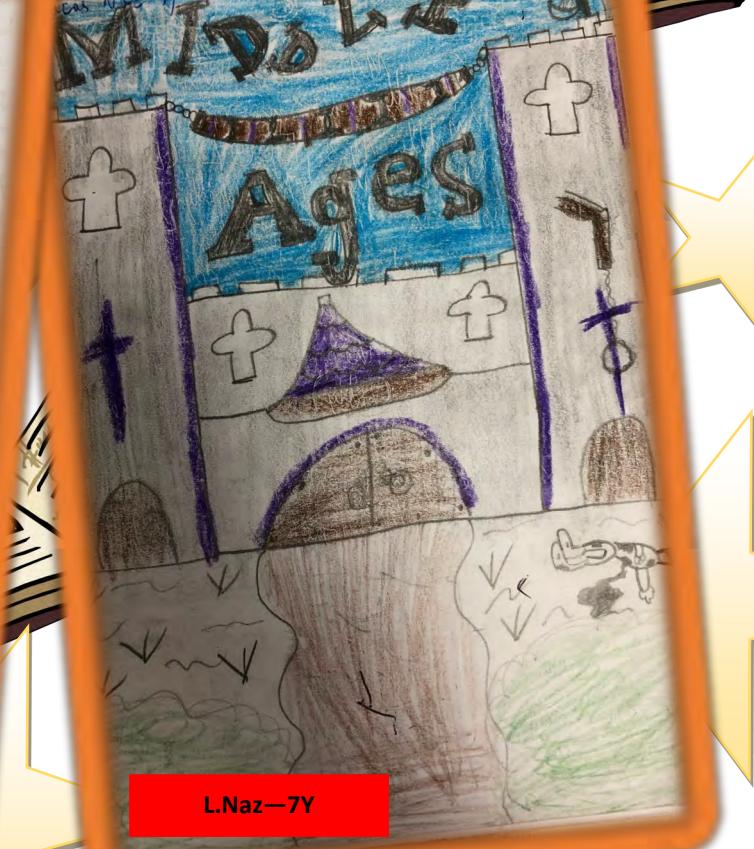
MIDDLE AGES



J.Chesters—7Y

MIDDLE Ages

Cass N. 7Y



L.Naz—7Y

History Department

Ministry of Defense
B. Partington
D.O.B: 01/10/1896
Army No.: 109367 B32
Regiment: 2nd Bn South Lancashire Regiment
2nd Brigade 1st Division
Location: Ypres/France-Belgium

B.Partington—9D

Personal Notes

- 11-11-16
Been here one month and we haven't moved forward. Morale is high but conditions are worsening due to the winter weather.
- 13-2-17
3 months have passed morale still quite high, however no progress has been made. There are rumours in the
- 21-4-17
Springs finally here, better weather. But this means the rats are getting big and blimby don't they bite!
- 1-6-17
It's supposed to be summer but these trenches seem to be getting wetter. My feet are in constant pain and I can barely walk.
- 11-7-17
Thinking of my home constantly to 13 it is my younger brother's birthday. He is 10.

Our Year 9 students were set a four week challenge to create A Guide To The Trenches as part of their World War I topic. Following lesson time students were asked to complete independent research and create their own guide. These outstanding pieces of work were very detailed and created with an authentic look. Well done!

Miss Dootson
Teacher of History

DAILY

Life in the trenches was a mixture of good and bad things, there were lice, rats, bad sleep and even worse living conditions. However there were also fellow comrades, humour and food.

First of all in the trenches were rats the size of cats, with all the dead bodies and poo to feed off, there was no shortage of rats. Also the soldiers went through constant torment of lice in their uniforms, to try to kill them, soldiers would run a light up the seams of their uniforms and this is where the word chatting comes from.

However, the soldiers enjoyed the sense of togetherness in the trenches and meeting new people from not only around the country but also around the world. They shared stories, jokes and even culture.

LIFE . . .

There daily life's usually consisted of a 5am start of high alert then a breakfast of bacon and bread at 8am, followed by cleaning their equipment before dinner. After dinner (which would usually consist of stew or soup) would be time for rest. At around 5pm would be a tea of more stew and then ending the day in another high alert and manning the trenches.



O.Cochrane—9D

Science Department

During British Science Week this year the Science department ran a poster competition which saw some amazing work created by our students here at the two winning entries.

Miss Teggart

Teacher of Science

#BEATPLASTIC POLLUTION

If you can't reuse it, refuse it.

Nearly 8 Billion bottles are thrown away every year in Britain.

In Britain, we throw away about 513,000 tonnes of plastic bottles every year—that is around 8 billion bottles! Many of these end up in landfill where, because plastic bottles are very light but very bulky, they take up lots of space; however, 58% of household plastic bottles were recycled in 2012.

In 1950, the world's population of 2.5 billion produced 5 million tons of plastic; in 2016, a global population more than 7 billion people produced over 320 million tons of plastic. This is set to double by 2034.

Recent studies have revealed marine plastic pollution in 71% of marine turtles, 59% of whales, 36% of seals and 1% of seabird species examined.

Every day approximately 8 million pieces of plastic pollution find their way into our oceans.

There may now be around 5.25 trillion macro and microplastic pieces floating in the open ocean, weighing up to 27,000 tonnes!

One 18 billion pounds of plastic waste flows into the oceans every year from coastal regions. That's the equivalent of five grocery bags of plastic trash sitting every foot of coastline around the world.

REMEMBER - No Plastic is Fantastic! No Plastic is Fantastic!

Plastic recycling saves the Earth, it can help minimize the cutting of trees that are used to make paper, saving the forests will help the environment, this is because the trees are known to improve the air, prevent floods and provide the raw materials and the nutrition. Plastic recycling helps in justifying the global warming and in reducing the pollution, the fossil fuels used to produce such harmful gases will be minimized, and recycling non-environmental waste, the air pollution and greenhouse gas emissions will be reduced.

Say no to these:

- Gum
- Gum
- Gum

Give up gum (aka plastic)

Skip the straw

Skip the drink

Reuse containers for leftover food or anything else

Make fresh squeezed juice

NOT juice in plastic bottles.

Recycle

Reuse

Refuse

Pollution due to production of

Use paper bags

SAY NO TO PLASTIC

Coasts & Oceans

Protect Coasts & Oceans

FAIR ACTION REDUCE WASTE

VOLUNTEER AT A BEACH

REPLACE DISPOSABLE PLASTICS WITH REUSABLE ITEMS

PROTECT COASTS & OCEANS

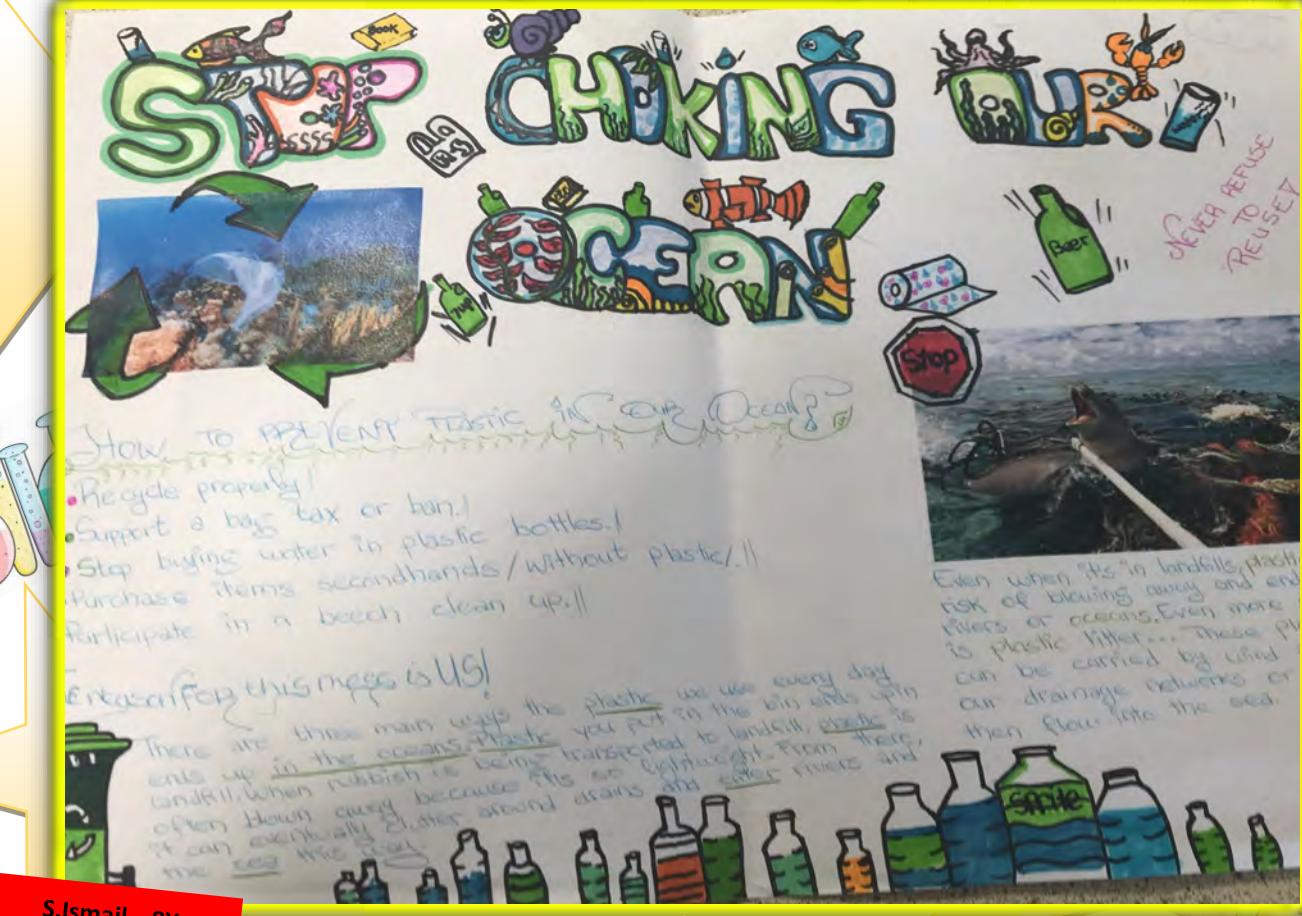
FAIR ACTION REDUCE WASTE

VOLUNTEER AT A BEACH

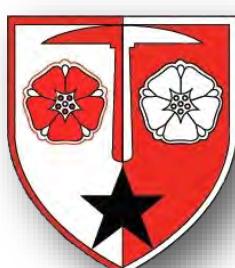
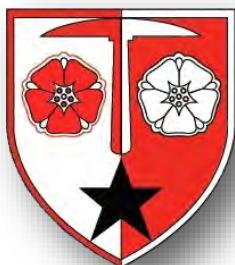
REPLACE DISPOSABLE PLASTICS WITH REUSABLE ITEMS

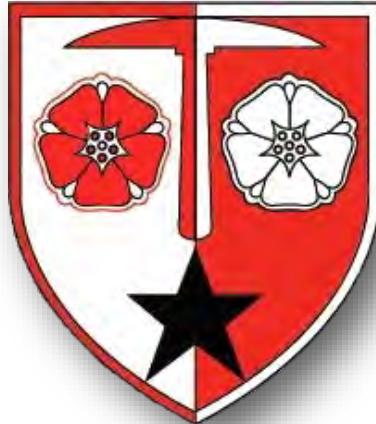
A.Lad-7Y

Science Department



S.Ismail—8Y





Dear Students,

I have really enjoyed reading this selection of your work across the school. If your “Outstanding Work” has featured in this newsletter, very well done, your work is fabulous!

If your work hasn’t featured this time, please keep trying, there will be lots of other opportunities in the new term to showcase your work. Look out for the “outstanding work” section of the school’s website as well.

Well done again for all your hard work!

Mrs Saw, Headteacher

Feedback Have you enjoyed our Outstanding Work newsletter?

We welcome your views and feedback so should you have any comments on the contents of this newsletter, please contact the school via:

talkback@audenshawschool.org.uk