



Outstanding Work

Dear Families,

Welcome to a showcase of Outstanding Work from across Audenshaw School. We are really proud of the effort and enthusiasm that our students demonstrate each day. The quality they produce is a testament of their dedication to each subject.

I have been inundated with so many examples of excellent projects that it is impossible to display it all in print! If you would like to see some more examples, or read some of the examples in full, please visit www.audenshawschool.org.uk/outstandingwork.

These highlight the quality of work that is produced in each subject throughout the year.

There are lots of opportunities during the school year to get involved in supporting our talented students

and celebrating their outstanding achievements away from the classroom. Sporting events, concerts and the school show information can all be found on our school website and more recently on our newly set up School Twitter accounts [@AudenshawSchool](https://twitter.com/AudenshawSchool) and [@AudenshawSport](https://twitter.com/AudenshawSport)

If you would like to comment on any of this material please contact us through talkback@audenshaw.tameside.sch.uk

Mrs Saw
Headteacher



www.audenshawschool.org.uk

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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	Business	DT	English	French	Geography	German	History
Yr 7	Yr 10	Yr 8	Yr 13	Yr 11	Yr 9	Yr 11	Yr 11
Neel Nadeem	Jake Britner	Jamie Mistry	Holly Beddingfield	Harry Marshall	Jamie Sudworth	Shreesh Sinha	Philip Brady
ICT	Maths	Music	PE	Politics	RE	Science	Spanish
Yr 11	Yr 13	Yr 11	Yr 11	Yr 13	Yr 9	Yr 11	Yr 9
Daniel Beech	Jennifer Tainsh	Connor Phoenix	Ellis Robson	Daniel Craven	Thomas Lomax	Harry Hind	Taylor Stone

Our Mission - The School aims to provide a **quality** education in a **caring** community based on an ethos of **respect**, **discipline** and a **relentless** pursuit of **excellence** in all that we do.



Scotland Times



Yesterday, Scotland was finally saved from the reign of terror. King Macbeth was killed by valiant Macduff.

The evil deeds that Macbeth committed are that he was slaughtered yesterday after being spectacularly defeated in battle in battle by the less generous, overpowering English troops. Next, before Macbeth died, in his reign of Scotland, Macbeth brutally, viciously murdered King Duncan. Other evil deeds that Macbeth committed are that he also paid murderers to butcher his thoughtful, honest, and compadre to ignore all the memories they had and let them go just like Banquo's soul.

The people felt delighted and jubilant after they heard the powerful Macbeth, fear of nothing, had been put to rest, and put in his place, death!!

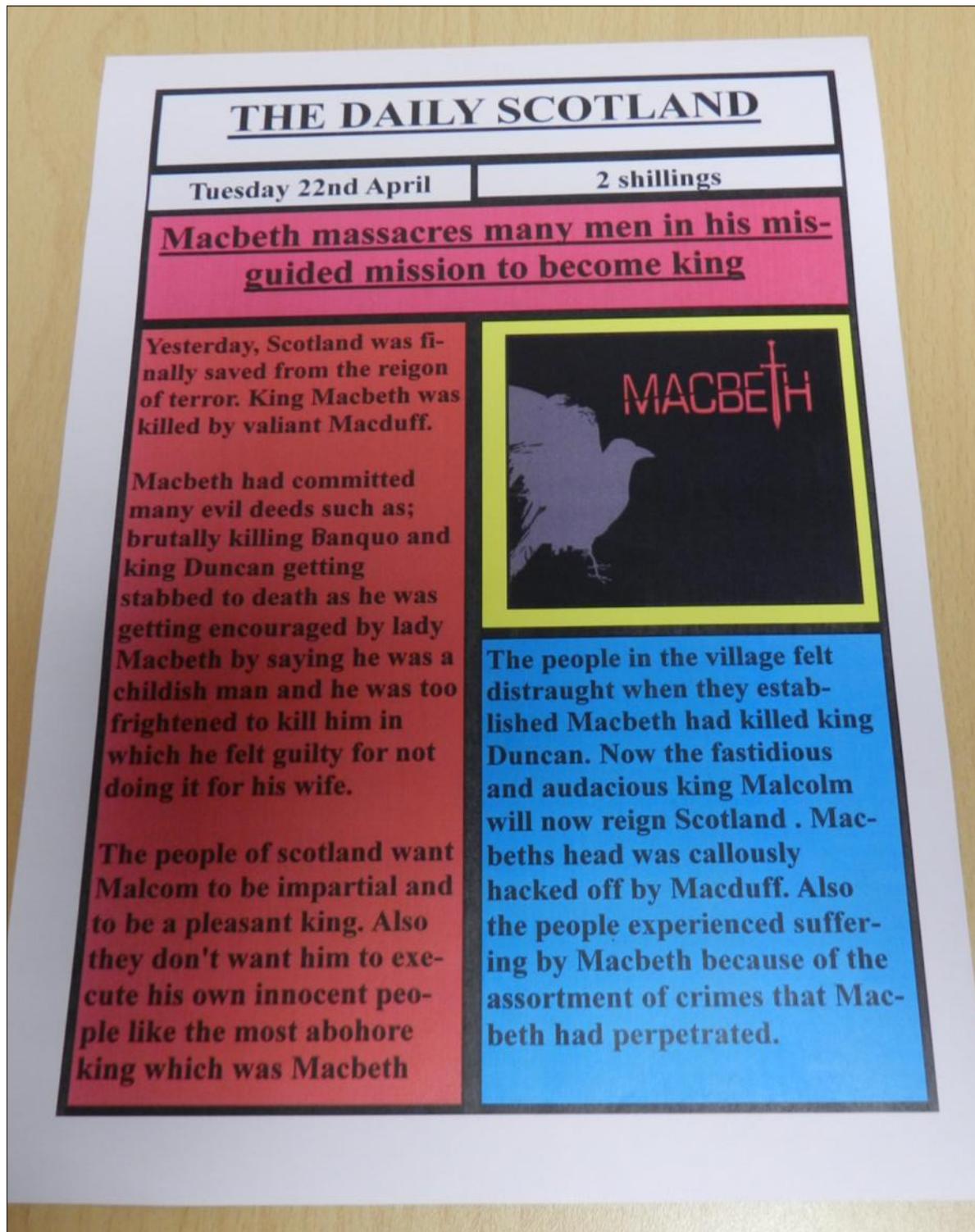
People really despised and detested Macbeth as the people of his nation witnessed Macbeth made Scotland a bad place for everyone by vanishing and ruining it under his retched reign.

Optimisticly, the people of Scotland looked to Malcolm to mend the sorrow that Macbeth left behind in the past, the evil that Macbeth had created and challenged himself to doing hateful things to Scotland.

This is something that someone thought of Macbeth "traitor, he deserved what was coming to him!!".

Yr 9 Tony Birkett

Miss Drinkwater says: 'Tony's work uses ambitious and precise vocabulary to explore Macbeth's 'reign of terror' over Scotland. Tony has worked hard to capture the trail of destruction wrought by Macbeth and the central character's ultimate fall from grace. The piece communicates Macbeth's demise from valiant hero to despised king. Well done, Tony!'



Miss Drinkwater says: 'Carson has effectively utilised the detail of the play of Macbeth to write his newspaper article. Carson has also attempted ambitious vocabulary to communicate Macbeth's heinous crime of regicide and the terror Macbeth wrought over Scotland from his position of power. This piece shows great engagement with the central ideas of the play. Well done, Carson!'

Yr 9 Carson Jackson

Explore how Duffy presents the transition from childhood to adolescence in 'Stafford Afternoons'.

Duffy presents the transition from childhood to adolescence to be one led by temptation and innocence. Duffy presents an idyllic childhood and its complacency as responsible for the step towards adolescence, only later to find that it is more sinister than it appears on the surface.

Stafford Afternoons is an autobiographical poem written from the first person. Duffy is recounting an event from her own childhood but is able to identify its significance now that time has passed and she is well-established in adulthood. Duffy's adult perspective on a childhood memory is evident through her realisation of the precise moment things changed, such as when time went from standing still to falling 'from the sky like a red ball'. Through this simile, Duffy is able to identify the very pertinent moment she accessed adolescence, proving that her adult perspective has given her time to make sense of the wider picture. A 'red ball' still denotes a childhood plaything, though at this moment it is falling uncontrollably, its danger emphasised through the colour 'red'. Duffy's simile here combines childhood with imagery which mirrors a sun setting, which is symbolic of leaving childhood and its freedom behind. This proves that, as a child, Duffy recognises that daily activities aren't time-determined; contrasting with the regimented routine adulthood requires a person to follow. Freedom in this way is emphasised further through 'the afternoons could suddenly pause', which exemplifies the total dismissal of time as a constraint. Time during childhood acts as a gap to be filled with memories and exploration; it does not exist to be worked against.

As well as offering an experienced perspective, Duffy also recreates her childhood voice throughout the poem, serving to emphasise her youthful vulnerability. For example, upon seeing the 'long-haired' man in the wood, she describes what she sees as a 'living, purple root'. At this point, the verb 'living' indicates Duffy's fear; the image is almost likened to a monster which emphasises her childhood innocence. Furthermore, the term 'purple root' indicates how, as a result of shock and confusion, the poet chooses language familiar to her to identify what is presented before her.

To view this article in full please see our website www.audenshawschool.org.uk/outstandingwork

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Yr 13
Holly Beddingfield

Miss Drinkwater says: 'This is a coursework piece where students study an anthology of poems: Duffy and Larkin. Holly then had to produce a comparative response, creating her own title. The piece of work was produced after studying Duffy's 'Stafford Afternoons'. This perceptive and highly detailed analysis of text was submitted alongside Holly's UCAS application to Oxford. It shows impressive control of subject matter. Holly has since been offered a place at Oxford University's St. Hilda's College'.

The Fallen

Silence, we stand ponderous,
Momentarily,
Time fails to heal our wounds, memories stain the walls of yesterday,
But what are they but those of which we reminisce?

Inexpungible is the pain,
Yet greater is the courage
Of whom who made the boundless request.
What are we?
Other than guardians of a legacy that once was not ours?

Written in our hearts,
The memories.
In the condition of perpetuity we remain in a state of appreciation,
Forever,
It will not consume our emotions

The victims were loved from near and afar,
What hate? What deceit?
Could make this act even conceivable?
In honour, they gave their lives for freedom,
No matter what, the fallen will stand.

Yr 8 Kane Goodwin

Miss Drinkwater says: 'This piece was selected from a student who attends our 'Most Able' Extra-Curricular classes. It is an impressive piece in terms of the ambitious vocabulary used and its exploration of ideas. The power of its language is highly evocative as his poem was written in response to the tragedy of 9/11. Kane has shown remarkable maturity for a year 8 student'.

Yr 9 Harry Mushens

Miss McGivern says: 'Harry's homework task was to produce an informative poster summing up our recent fractions work. Harry has made excellent use of diagrams and colour to visually explain the different operations with fractions that we had been working on. I particularly liked his inclusion of a 'fractions wall'. His written explanation is also excellent. Many students struggle to really understand the maths behind fractions, and with this piece of work Harry has shown great understanding. Well done!'

Harry Mushens 9th Fractions Homework

FRACTIONS

$\frac{3}{4}$

+

$\frac{5}{9}$

=

$1 \frac{11}{36}$

To work out sums like this is actually quite easy despite how hard it looks.

- First you need to find a common denominator. To do this find the lowest common number between the two denominators in this case it is 36
 $9 \times 4 = 36$
- Now you have to do the same to the top as you did to the bottom like this:

$$x9 \left(\frac{3}{4} + \frac{5}{9} \right) x4 = \frac{27}{36} + \frac{20}{36} = \frac{47}{36}$$
- If the numerator is bigger than the denominator you have to change it into a mixed fraction

$$\frac{47}{36} = 1 \frac{11}{36}$$

$\frac{1}{10} \quad 1$

$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

This is a Fraction Wall. In a Fraction Wall there is the 10 most simplest fractions
 $1 \rightarrow \frac{1}{10}$

It allows you to see how big fractions are compared to others!

Maths

Half term homework

Practice Exam Questions

6ia. $0.2 \times 0.2 = 0.04$ ✓ 2

b. at least 1 born in England ($X \sim 1$)

$EE = 0.79 \times 0.79 = 0.6241$ + $RUE = 0.2 \times 0.79 = 0.158$ +
 $E RUK = 0.79 \times 0.2 = 0.158$ + $overseas E = 0.01 \times 0.79 = 0.0079$ +
 $E overseas = 0.79 \times 0.01 = 0.0079$
 $= 0.9559$ ✓ 3

c. Neither born overseas

$EE = 0.6241$ + $RUE = 0.158$ + $= 0.9801$ ✓ 2
 $E RUK = 0.158$ + $RUK RUK = 0.2 \times 0.2 = 0.04$

ii. $P(\text{both born in rest of UK} / \text{that neither born overseas})$

$= \frac{0.04}{0.9801} = \text{~~0.0408~~ } 0.0408$ ✓ 3

iii. a. $n=5$ $x=1$ probability being born in UK = 0.79

$0.79^5 = 0.3077056 = P(X \geq 1)$ ~~is wrong~~
 $= 1 - 0.3077056 = 0.69229$ ✓ 3

iii. b. $n = ?$ probability = 90% = 0.9

$1 - 0.79^n > 0.9$

- $1 - 0.79^8 = 0.848 < 0.9$ ∴ does not satisfy probability of 0.9
- $1 - 0.79^9 = 0.88 < 0.9$ ∴ does not satisfy
- $1 - 0.79^{10} = 0.9058 > 0.9$ ✓ satisfies
- $1 - 0.79^{11} = 0.925 > 0.9$ ∴ satisfies

The evidence suggests $n = 10$ as it is the least possible value that satisfies the claim. 3

36 24.10.14
36 (A)
Brilliant work.
Well done.

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Yr 12
Megan Coffey

Ms Daly says: 'Megan has approached both of these AS questions in a logical, systematic way. 6iii(B) is testing a very difficult concept that many students are unable to grasp and yet Megan makes it look easy, she sets up the equation that needs to be solved and then solves it using common sense. The same can be said for 7(iii). Hypothesis testing is a topic that many students struggle with, Megan has approached the problem systematically setting her method out clearly and demonstrating her thorough understanding of the topic'.

Maths

- iv) $Y = (13 \times 7.4) - 46 = 50.2 \rightarrow$ Grade B ✓
 v) $Y = (13 \times 5.5) - 46 = 25.5 \rightarrow$ Grade D because 25.5 is closer to the D boundary than to the E boundary.
 vi) $\text{mean} = \frac{\sum fx}{n} = \frac{2076}{60} = 34.6$ or $(13 \times 6.2) - 46 = 34.6$ ✓

$$SD = \sqrt{\frac{76,641.375}{59} - 60 \times (34.6)^2} = 9.035 \text{ or } (13 \times 0.695) = 9.035$$

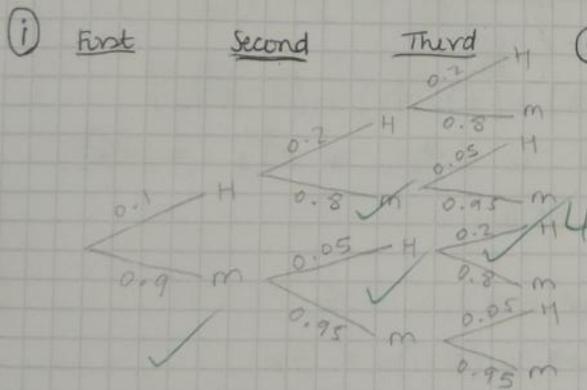
H/W - complete exam question

$\frac{18}{18}$ (A)

Your work is always a pleasure to mark.

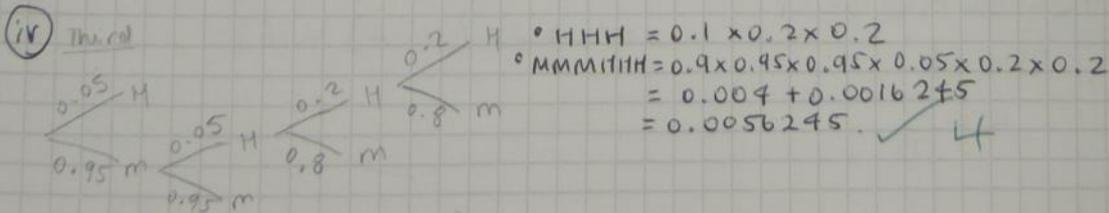
7 Jenny has six darts. She throws darts, one at a time, aiming each at the bull's-eye. The probability that she hits the bull's-eye with her first dart is 0.1. For any subsequent throw, the probability of hitting the bull's-eye is 0.2 if the previous dart hit the bull's-eye and 0.05 otherwise.

- (i) Illustrate the possible outcomes for her first, second and third darts on a probability tree diagram. [4]
 (ii) Find the probability that
 (A) she hits the bull's-eye with at least one of her first three darts, [3]
 (B) she hits the bull's-eye with exactly one of her first three darts. [4]
 (iii) Given that she hits the bull's-eye with at least one of her first three darts, find the probability that she hits the bull's-eye with exactly one of them. [3]
 Jenny decides that, if she hits the bull's-eye with any of her first three darts, she will stop after throwing three darts. Otherwise she will throw all six darts.
 (iv) Find the probability that she hits the bull's-eye three times in total. [4]



ii (A) $P(X \geq 1) = 0.18775$
 $P(X \geq 1) = 1 - P(X = 0)$ ✓ 3
 $P(X = 0) = 0.9 \times 0.95 \times 0.95$
 $= 1 - 0.81225$ ✓ 4
 (B) $P(X = 1) = 0.15475$ ✓ 4
 • Hm m = $0.1 \times 0.8 \times 0.95 = 0.076$
 • m H m = $0.9 \times 0.05 \times 0.8 = 0.036$ +
 • m m H = $0.9 \times 0.95 \times 0.05 = 0.04275$
 0.15475

iii $\frac{P(A \cap B)}{P(B)} = \frac{P(\text{exactly one} + \text{at least one})}{P(\text{at least one})} = \frac{0.15475}{0.18775} = 0.8242$ ✓ 3



(Continued on from third dart)

Yr 12
Fahmida Begum

Ms Daly says: 'Fahmida has tackled this difficult AS level question extremely well. She has been logical in her approach to solving ii(A) and instead of calculating the individual probabilities Fahmida recognised that a quicker method would be to work out which outcomes were not required. This more logical approach is one that many students fail to identify. Fahmida's solution to part (iv) is clear, methodical and shows an excellent understanding of probability'.

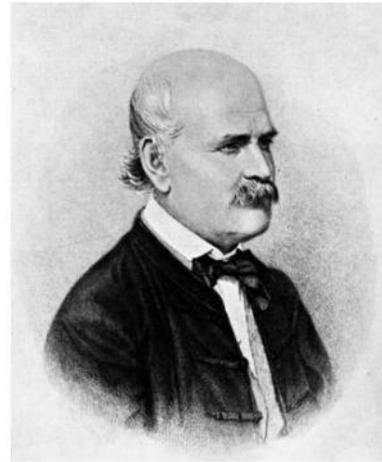
Growing Bacteria

Bacteria are single celled organisms that are microscopic, some of them cause disease but some of them can be incredibly useful to our body.

Bacteria will multiply at its optimum temperature which is about 37 degrees but between 6 and 63 degrees is also a good temperature for them to multiply. It is just at that certain temperature; they grow a lot faster than they would if they were at any other.



Ignaz Semmelweis was a doctor in a maternity ward and he discovered that 20-30% of women who have just delivered a child die on average. A disease that he said was called puerperal fever. Before Ignaz, people believed that god was punishing you if you got ill. Ignaz discovered that many of the doctors in the maternity were working dissecting dead bodies. This meant that any bacteria from the bodies that were bad would be transferred from their hands to the woman resulting in them getting ill and eventually dying. Semmelweis discovered that when you are ill, bacteria has been spread through touch, not an act of god giving you a disease.



Louis Pasteur was a French doctor who discovered that disease and pathogens were spread air borne. He carried out an experiment showing that bacteria can get through the air and infect some things.

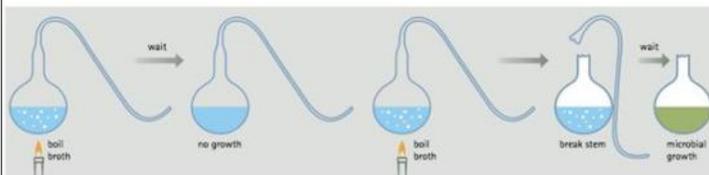


Figure 3.2.3 Pasteur's experiment. These flasks allowed oxygen to enter but their long curving necks trapped microorganisms and protected the nutrients in the flasks from microbial growth



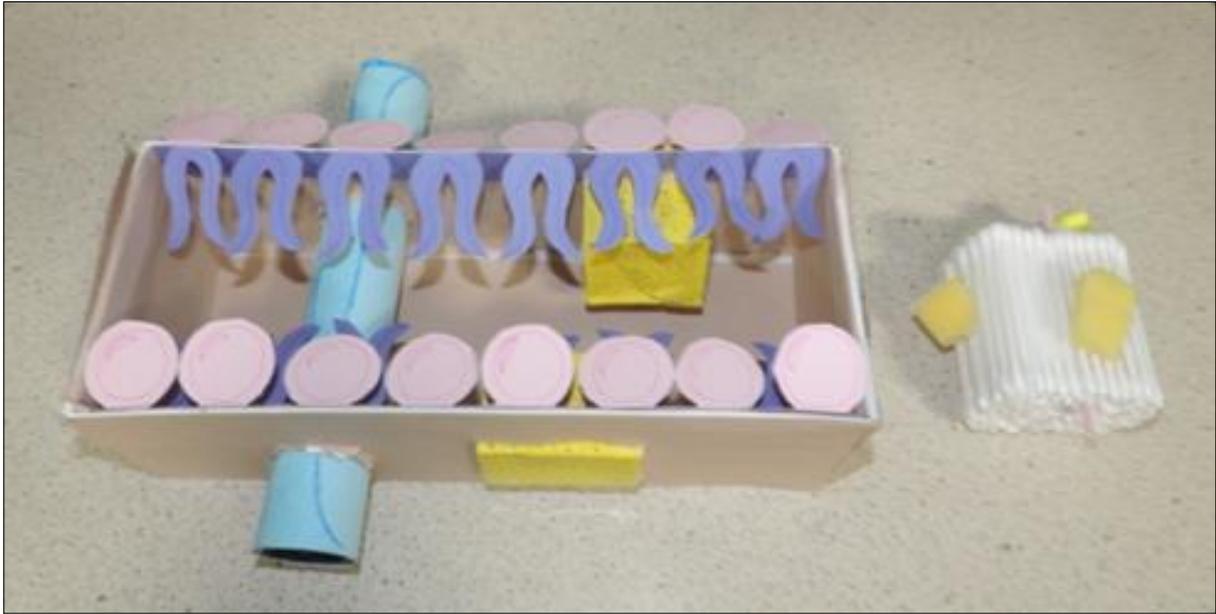
4 Things Bacteria need to grow:

- Optimum Temperature
- Food
- Water
- Oxygen

Mr Benbow says: 'Jamie's microbes project details the contribution of famous scientists in the field and how their discoveries have led to modern understanding'.

Yr 10
Jamie Braithwaite

Science



**Yr 12 Group work -
Laine Callaghan, Megan Coffey
and Fahmida Begum.**

Mr Benbow says: 'A couple of great examples of year 12 work, modelling cell membranes'.

Yr 7 Jack McCourt

Mr Benbow says: 'Jack's model showing the ultrastructure of a plant cell really goes above and beyond'.



Jack McCourt
Anatomy Of The
Plant Cell.

- 1 Vacuole
- 2 Nucleus
- 3 Cell wall
- 4 Golgi Apparatus
- 5 Smooth Endoplasmic Reticulum
- 6 Chloroplast
- 7 Cytoplasm
- 8 Rough Endoplasmic Reticulum
- 9 Ribosomes
- 10 Mitochondria

History

Yr 7 James Harkins

Miss Bellini says: 'James has built a splendid and most importantly, historically accurate, model of a Motte and Bailey castle'.



Yr 7 George Burke

Miss Bellini says: 'George has proved that a little bit of creativity and a lot of historical research can really bring the past alive with his superb Motte and Bailey castle complete with farm animals!'

History

Laine Callaghan

The use of radio was the most effective method of mass indoctrination of the German people in the years 1933-1939? *24 marker*

You need to define indoctrination

For the Nazi regime, indoctrination of the German people was the key factor that allowed them to stay in power from 1933 to their fall in 1945. Indoctrination included the combined use of youth movements, censorship, education and propaganda to instil Nazi ideology into the German people, especially the youth. Radio was one method, that was effective in indoctrinating great numbers of people in Nazi Germany, however, there were also equally effective, and perhaps even more effective methods use, such as education, the press and music, as well as film, that all contributed to the success of Nazi indoctrination. *Balanced addressing of the question! Great intro*

The potential of radio, a form of propaganda, was maximised by the Nazi regime throughout their dictatorship 1933-1939, and had the most significant impact on the German people for several reasons. At the time, radio was relatively new technology, something that only the upper and middle classes could afford, in Germany however, the Nazis would change this. In order to make this new technology available to the masses to maximise its use as a method of indoctrination, they developed a cheap, yet appealing radio, the Volksempfänger. The scheme was so successful that by 1939, 70% of German households owned a radio. This allowed propagandists to reach greater audiences than perhaps they ever had done before in single sessions. In addition to this, radio enhanced another area of propaganda, the Fuhrer cult. Once again, since radio was new technology, the experience that people had with radios was more personal than it is today, and so created the feel that the Fuhrer was speaking to each German household specifically. Finally, radio was to push another form of indoctrination, this was censorship. The radios that the Nazis developed, were designed to work with low-frequencies only and so would not receive foreign broadcasts, this essentially meant no foreign propaganda, and ideology or culture could be accessed at home in the form of radio. To extend this, radio wardens were employed to monitor what the German people were listening to. Overall, radio was a very effective form of mass indoctrination; it quite possibly reached 70% of German households and perhaps more, enhanced varying areas of propaganda such as the Fuhrer Cult and also incorporated censorship, instilling further Nazi ideology. *Great analysis of how radio was used.*

Clear evaluation of impact

On the other hand, Radio also had its limitations as a method of mass indoctrination. The simplest of these limitations was the ability to turn the radio off, or not listen. However, this is similar to any kind of propaganda which can all essentially be ignored and so, though it must be considered, is not a major failure for the Nazis themselves, although it did reduce the effectiveness of radio as a method of mass indoctrination massively. In addition to this, radio was difficult to monitor, despite the low frequency limitation and the radio wardens, meaning Nazi attempts at censorship may have been ineffective, the use of terror, however, most likely made up for these failures. There was also the purge of the radio industry, whereby 70 % of employees in this sector were removed (Jews, Homosexuals etc), leaving only 30% experienced employees. Naturally, this made radio of less quality in Germany, making propaganda and entertainment less effective and having less impact on the German population. This had such an impact in fact, that eventually propaganda was found to be repetitive and boring. On the whole therefore, perhaps radio was a significantly effective form of mass indoctrination 1933-1939, although it suffered from several large limitations.

Another form of mass indoctrination used by the Nazi regime 1933-1939 was Film. Sound films were new in 1933 and quickly became the most influential form of mass entertainment and can be divided between newsreels, documentaries and feature films. All of these featured some form of propaganda, direct or indirect, but some also worked as education, the newsreels and documentaries in particular. From 1933, cinema audiences increased from 250 million attendances in 1933 to 1000 million in 1943, showing how effectively the Nazis were using film to entertain the

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Yr 12 Laine Callaghan

Mr Howard says: 'Laine was awarded full marks for this essay because of the wide range of types of indoctrination and propaganda that she analysed. She gave lots of examples to support her analysis and made lots of links about their relevance to the question. Her structure and conclusion were excellent'.

Daniel Craven 13A

Assess the claim that the Democratic and Republican parties are now ideologically distinct and internally united. (30 Marks)

The Democrats and Republicans have both been considered to be ideologically distinct and internally united. The term ideologically distinct refers to how both parties are now clearly defined in their differences; they are no longer 'separated by the issue of abortion' as described by Mark Shields in the 1990s. The two parties have become more ideologically distinct as a consequence of this growing sense of polarisation, as the two parties become more divided by social and fiscal issues. Similarly, it is also argued that they are much more internally united, the decrease in the amount of 'rebel factions' within the parties has led to this belief that there is a stronger sense of partisanship in the US, hyper-partisanship, as the Democrats and Republicans are much more unified. The two terms do however appear to overlap as they seem to affect one another. In order to be ideologically distinct, the party also needs to be united, however, in order to be internally united; the two parties must have their own separate and distinct ideologies.

The two parties have become more ideologically distinct and internally united as a consequence of the growing differences in their fiscal views. The Democrats have been labelled the party of 'tax and spend', showing how they believe more distinctly with higher taxes in order to spend more on 'welfare'. This can be shown by Obama's 2009 Stimulus bill which meant more money was to be spent on welfare topics like unemployment benefit and healthcare. This bill also highlighted the strong sense of party unity as in the House of Representatives, 0 Republicans voted in favour of the Bill. The reason behind this is perhaps because of the rise of hyper-partisanship, where the members of a party become so stubborn that their voting is irrational. There may well have been Republicans who did agree with the Stimulus package, however due to their irrational thinking, they 'toe the party line' and vote as a consequence of being against the Democrats. This can also be seen concerning the Patient Protection and Affordable Care Act in 2010 in the Senate, when every Republican in the Senate voted against the Act; however it still passed into law. Similarly, the Republican Party can be shown to be more internally united as a result of it being more distinct as being a fiscally conservative party. This is perhaps shown by the rise of the Tea Party, who are an umbrella movement which has influence in the Republican Party. One prominent member of the group is Republican Sarah Palin, who was the Republican Vice President nominee in 2008. This shows how the fiscally motivated Tea Party have an influence in the Republican Party, highlighting how conservatively distinct the Republicans have become, as movements who promote 'Taxed enough already' have a large bearing in the Party.

It can also be argued that both parties are now ideologically distinct as a consequence of resorting. The term resorting refers to how voters, and politicians, have switched party allegiance, this has caused polarisation in US politics, as the Democrats and Republicans become increasingly more different and move further away from each other on the political spectrum. In recent years, the Democratic Party has become increasingly more liberal. As the Conservative wing of the Democratic Party moved to the naturally more conservative Republican Party, the Republicans have become more distinctly conservative, and the Democrats more liberal. Evidence of this can be seen by the fact that Southern states like Mississippi, Alabama and Texas, which had been solidly Democrat for over 100 years after the Civil War, became Republican strongholds in the 1960s as a consequence of the issues of civil rights. Furthermore, the liberal wing of the Republican Party has moved to the more

Could e.g.

Could e.g.

cc

Introduced key terms and arguments

key term used

Yr 13 Daniel Craven

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Mr Howard says: 'Daniel was awarded full marks for this essay because he hit the top of all the assessment objectives. He used an excellent range of older and up to date examples, such as the role of the Tea Party, from American Politics and used them to back up each point he made. He ensured his argument was balanced and that he addressed both political parties. He used lots of political terminology relevant to the question and his structure and conclusion were excellent'.



Yr 11

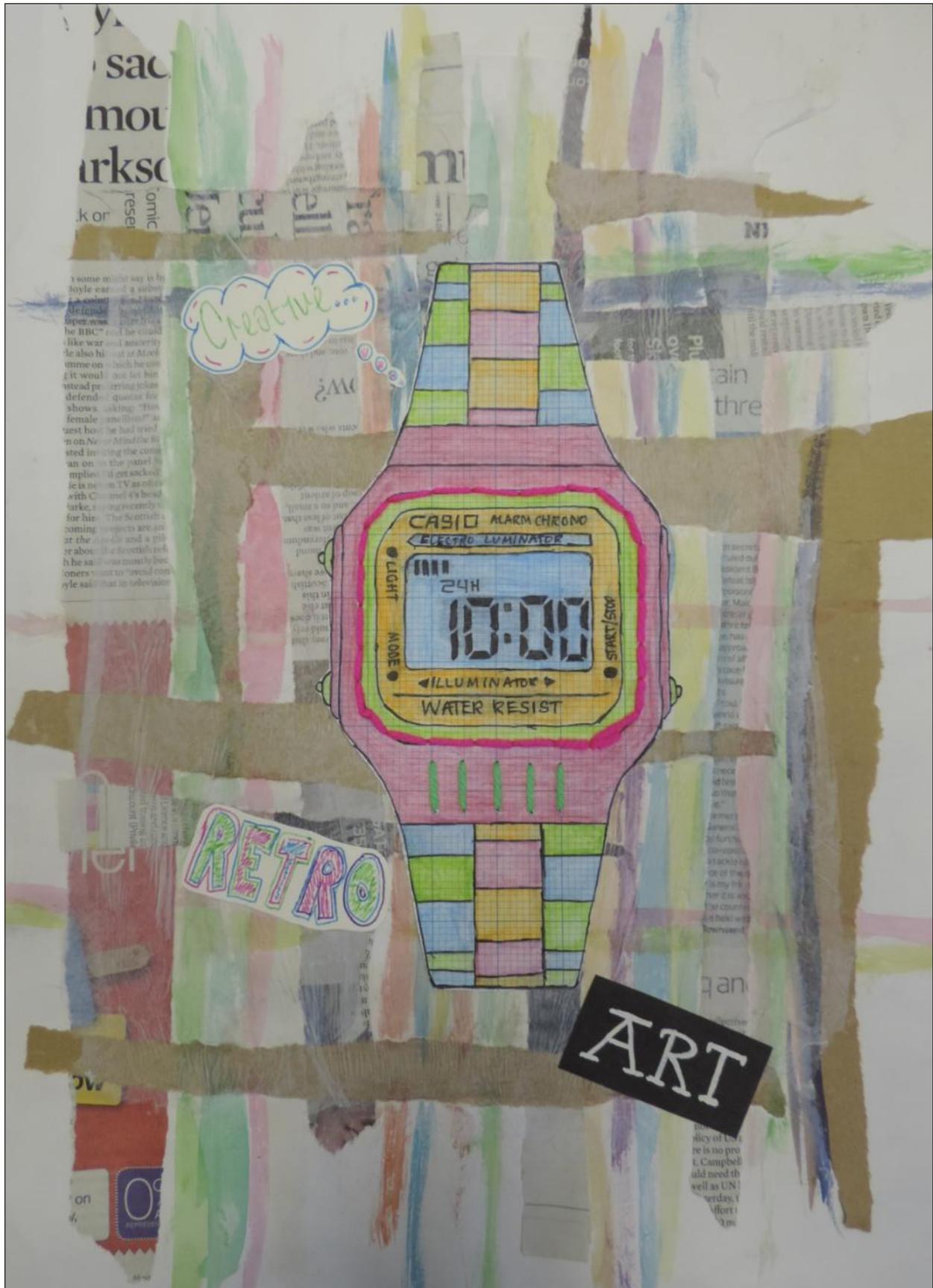
Ryan Thompson

Mrs Anders says: 'A fantastic research sheet into the artist Abby Diamond. Ryan has carefully selected materials suitable for reflecting the artists style and has used them with confidence to produce a series of images, demonstrating an excellent level of skill. Well done Ryan!'

Yr 10 Will O'Brien

Mrs Anders says: 'This drawing is done with pencil crayon and shows excellent use of blended colour shading. The work forms part of the GCSE Indian Art project'.

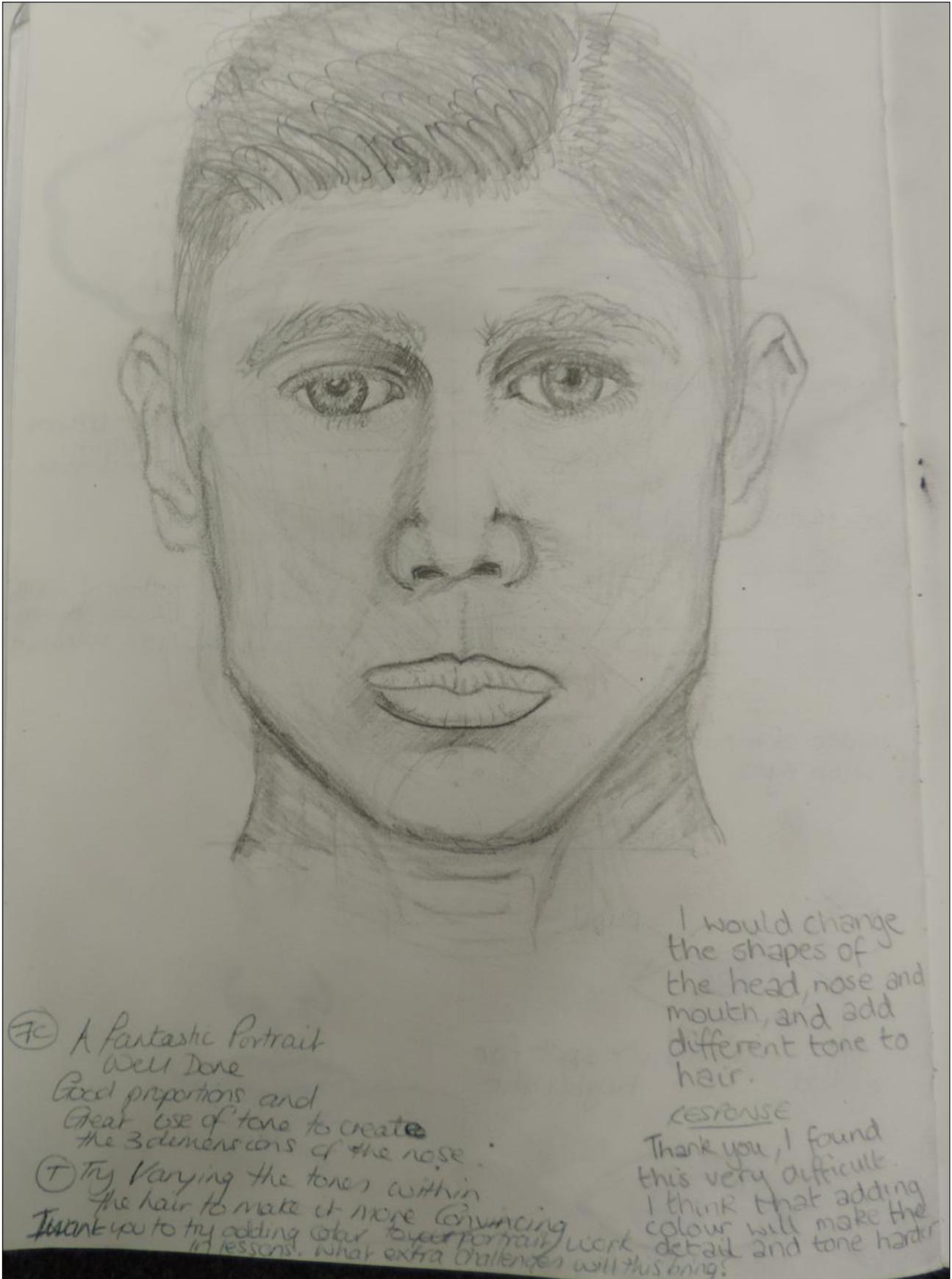




Yr 9

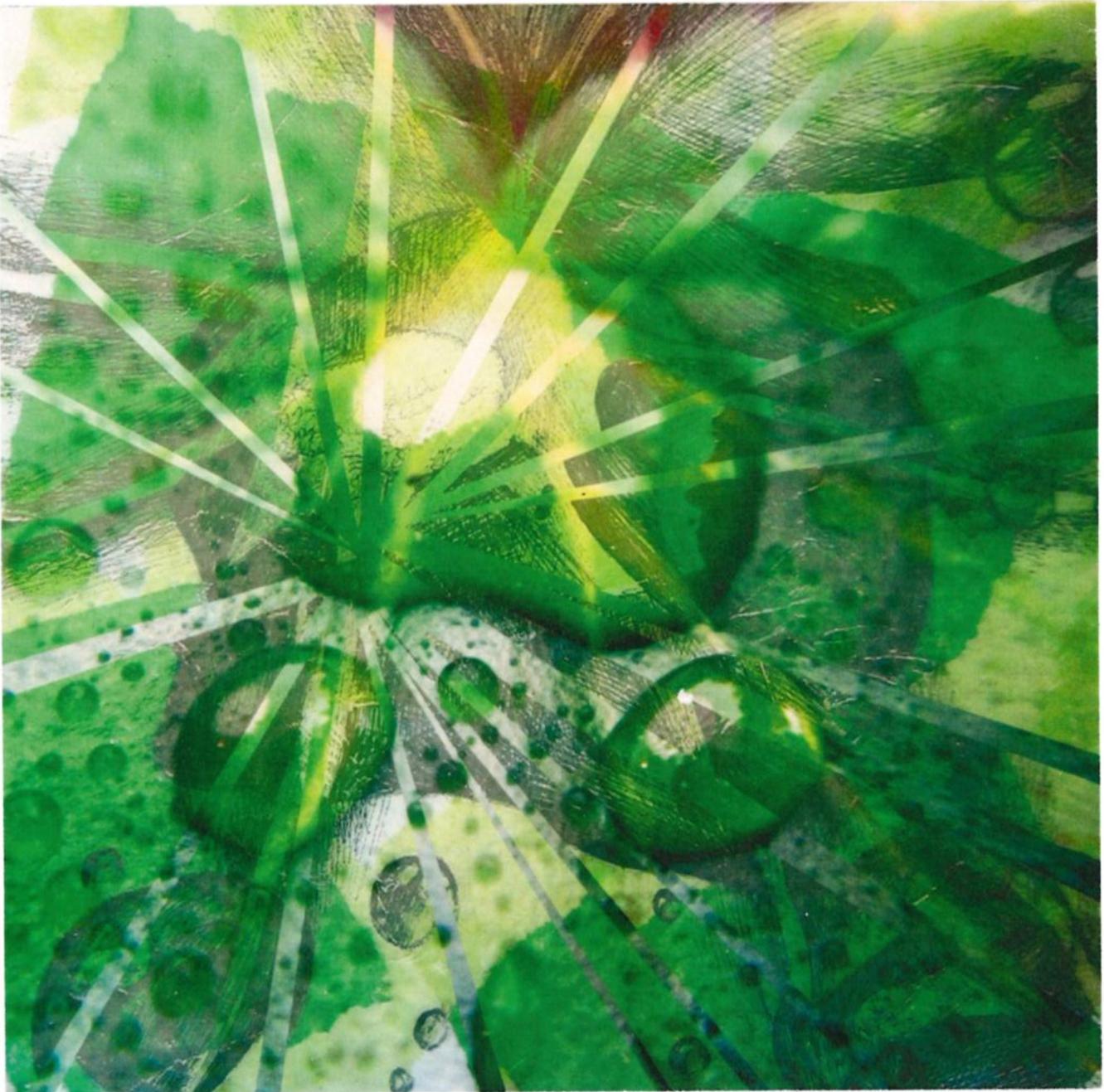
Ainsley Francis

Mrs Anders says: 'Ainsley has used a variety of different media and papers to create this textured background. He's then painted the image of the Casio watch and used neon coloured wools to stitch over the top of it in different sections. A really well presented piece of work. Well done!'



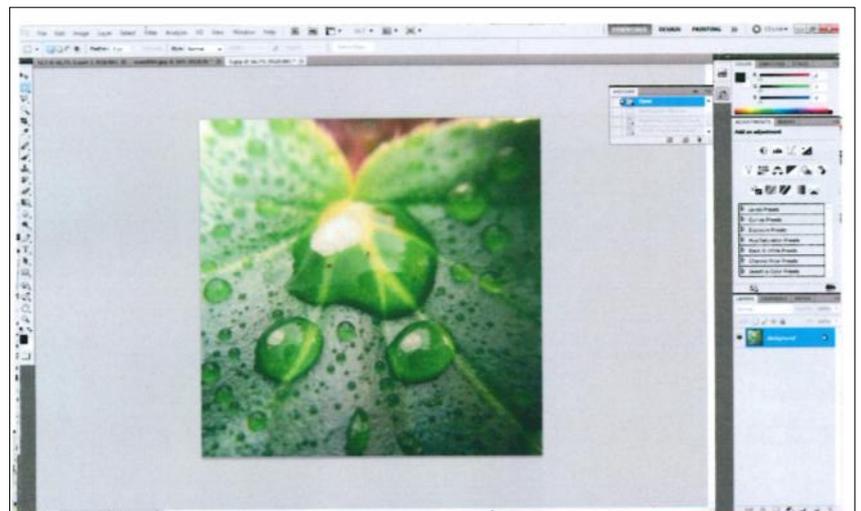
Mrs Anders says: 'Gideon has shown an excellent understanding of the proportions of the face in his self portrait, which has been created using pencil and tone. He has very carefully observed the shapes and details of the facial features and recorded these with a high level of skill and control'.

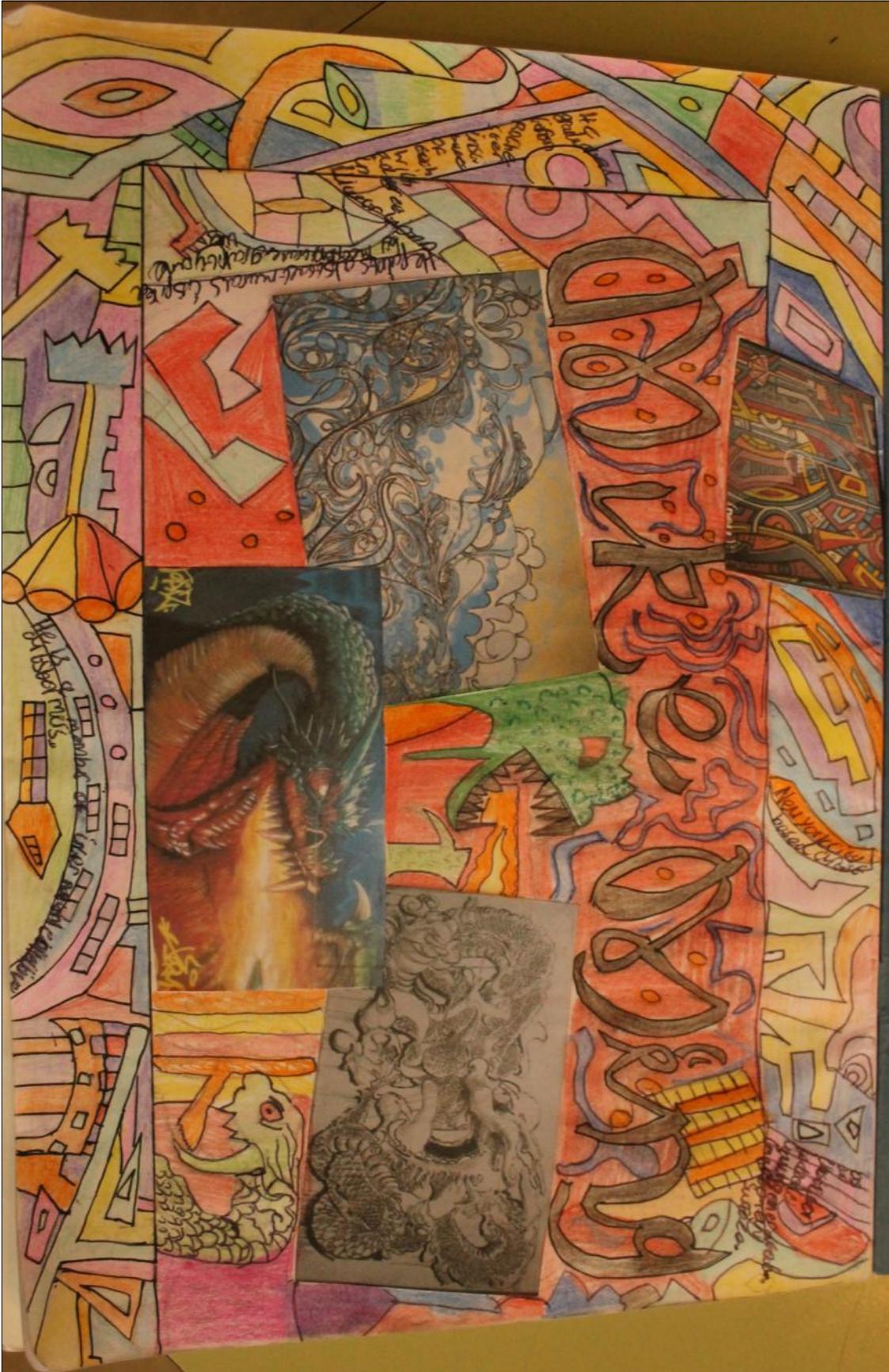
Yr 8
Gideon Holt



Yr 13 Keirah Spalding

Mrs Parker says: 'Keirah has completed this piece of work as one of a series of outcomes for her A2 Fine Art project. She has created this effect by using Photoshop to layer and merge her drawing and photography work'.





Yr 7 Neel Nadeem

Mrs Anders says: 'This was Neel's first Art homework at the start of the year. I am so impressed with the quality of his drawing work but also his creativity with the presentation of his work. It is an artist research page and he has really picked up on the style of the artist's work. Well done!'

Ellis, very detailed and reflective PEP. *Great work.*

Reasons for a PEP and associated benefits.

- A PEP can be designed to improve anything the athlete desires.
- List and explain each of the 5 Health related fitness' (HRF) and 6 Skill related fitness' (SRF).
- Explain how each of the 5 HRF and 6 SRF are tested and how each test is administered.

Reasons For A PEP and associated benefits

A PEP can be designed to improve anything the athlete desires

Athletes need a PEP so they can focus on improving their performance on the Rugby field. It is essential that a Personal Exercise Programme is specific for the individual so they can focus and improve on their individual needs, resulting in their weaker aspects of their game. As a PEP is very flexible for the performer, it can be used to improve any health related and skill related fitnesses that the performer desires.

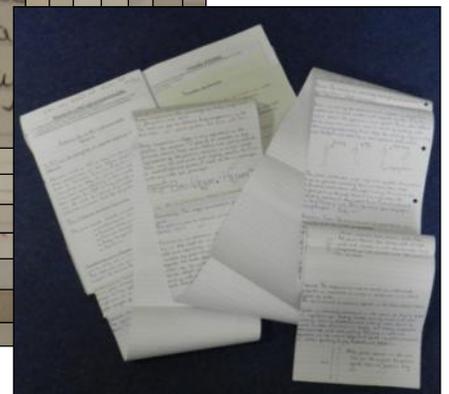
The 5 Health Related Fitnesses

The five health related fitnesses are as follows:-

- Cardiovascular Fitness
- Muscular Endurance
- Muscular Strength
- Body Composition
- Flexibility.

Cardiovascular Fitness - The ability to exercise the entire body for a long time.

The test we use to measure Cardiovascular Fitness is the Coopers 12 Minute Run.



To view this article in full please see our website www.audenshawschool.org.uk/outstandingwork

Yr 11 Ellis Robson

Mr Brooks says: 'Ellis' work is outstanding because he has presented his coursework to an excellent standard and has gone above and beyond expectation in the amount of detail he has produced. This has put Ellis in a great position for his final exam'.

Session Plan

Sports Leader: <i>Frasier Jones,</i>	Session date: 14/12/12
Activity: Rugby	Group size: 4-8
Venue: Astro	
Ability level: Average	Age range: 11-12
Specific needs: none	

Session aim/target(s): The aim of the session is for them to learn an understanding of tackling and passing. If they already have these skills we may proceed to rucking.

Expected outcomes:
All pupils will - Be able to pass and tackle frequently.
Most pupils will- understand the meaning and purpose of rucking.
Some pupils will- Be able to ruck over the ball.

Resources/equipment required:
We will need approximately ~ 20 cones
2 tackle pad,
2 tackle cylinder

Warm up

Pulse raising activity:	<p>Will make a 5 by 5 square and they will slowly jog around the square. We will then give commands such as "down" where they will do one press up then carry on jogging.</p> <p>As we are doing this we will slowly pick up the pace of this drill. We will also use commands such as "one" to touch the floor with their left hand and "two" for their right.</p> <p>Once you have done this they should be running around the square changing direction quickly awaiting the commands.</p>
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Stretching and mobility element:	<p>Each participant will line up on the side line facing in to the pitch. They will then do - high knees to the 5 meter dashed line and back(bringing <u>there</u> knees to 90 degrees). - next they will do lunges out to the 5 meter dashed line stretching their quads(they should do this with there back leg slightly above the ground).</p> <p>- They will then stay on the side line get in to press up position. When they have done this they will move their legs/knees up and down alternatively stretching their <u>gastronomes</u>.</p> <p>They will do all stretches for 2 minuets.</p>
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Main content

Skill introduction:	<ol style="list-style-type: none"> 1.- passing, this will teach them how to pass a rugby ball 5 meters easily without spinning the ball. 2. - spin passing the ball, this will allow them to throw the ball further than a normal pass. 3.- tackling, this is what you do to stop an opponent with the ball. 4.- rucking, this is what you do when someone has been tackled to get the ball back or to win the ball. (when passing a ball you must have ten points of contacts at all times with you finger tips. When passing the ball you must have a high elbow. Push the ball in to the direction of the person forming your hands into a gun shape as the ball leaves your hands) (when rucking
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Development phase:	To make these games harder to do and to complete we will add more competition in to the games between each other. This will make everyone work harder to beat their opponent.
Conditioned game/competition:	To add and to use the things they have learned in the lesson/session we will play a small game of rugby. also do some rucking games where they can't pass so they can use their new learnt skills.

Cool down and review

Pulse lowering activity:	
Stretching:	<p>Static stretching- such as - <u>gastronomies</u> (press up position)</p> <ul style="list-style-type: none"> - lunges - squats
Review/session recap:	This is when you sit down in a group and discuss the lesson and things learnt in the lesson,

Yr 11 Frasier Jones

Mr Jennings says: 'This is a session plan which is used by the students as part of their Leadership Unit of work for BTEC Sport. Not only was the session plan graded as a merit, the subsequent lesson where Frasier coached our year 7 students was also graded a merit'.

Homework

Discuss the relative importance of agility and reaction time for performers competing in the types of activity shown in figure 7?

Badminton player	400m runner
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- ① Agility is being able to change position quickly and to control the movement of the whole body. Reaction time is the time between the presentation of a stimulus and the onset of movement. Agility and Reaction time is important to a badminton player because agility is needed to allow quick change of direction after completing one shot to play the next (e.g. from back hand clear to front court forehand net shot). Reaction time is needed as a badminton player to deal with unexpected shots and also to decide where the shuttle is going/how to respond. A 400m runner needs agility and reaction time because
- ① agility is used when running bends so the runner can maintain pace and also remain in the correct lane. Reaction time is needed so the runner can respond quickly to the starting gun, without this they will set off late giving themselves the disadvantage. Both agility and

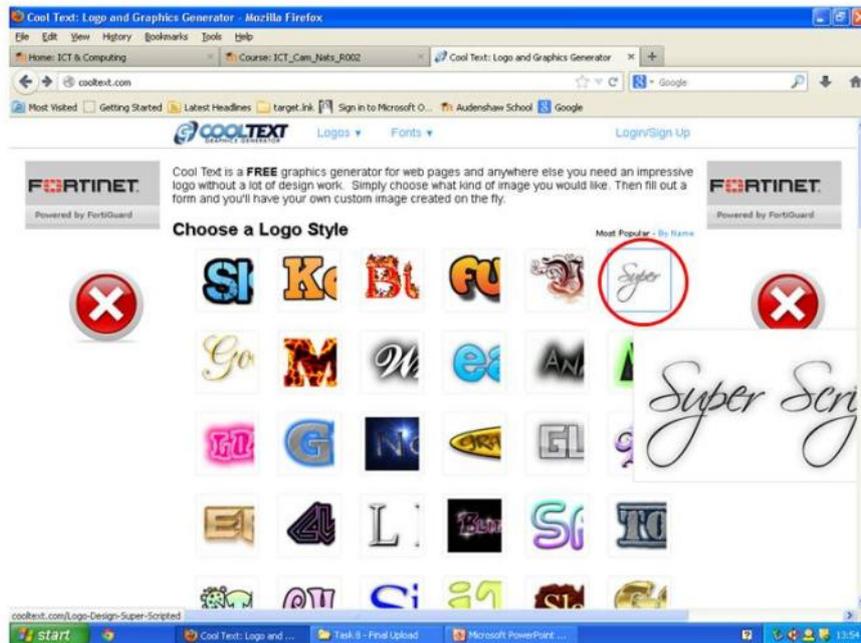
- ① Reaction time is important to a badminton player. If the badminton player did not have agility then the opponent just needs to move them around the court to win points. Without good reaction time they will be too slow in deciding what shot to play making it easier for the opponent play their next shot. For a 400m
- ① Sprinter reaction time is more important than agility as it is essential they get a good start, ~~and~~ there is a limited need for agility.

$\frac{6}{6}$ Awesome

**Yr 10
Jordan
Whitehead**

Mr Jennings says: 'Jordan's book is exemplary and has consistently achieved top marks in his classwork, homework and end of unit tests. This is just one of a number of excellent homework examples we could have used from Jordan's book'.

(Select appropriate text and graphics)



First, I went onto a website called 'Cooltext.com' in order to find a suitable font for the words 'Tailored Tops' on my logo. I chose 'Super Scripted', because it is a very elegant, flowing font, as if it were made from thread (as it is portrayed on my logo), and therefore suits the logo excellently. Furthermore, the logo represents the company, so this font helps to suggest high aesthetic value and quality, unlike if it were a very boxy, less attractive font.

(Select appropriate text)



Then, I inserted the text 'Tailored Tops', and saved the image generated as a PNG (so as not to lose any of its quality, without it having too large a file size) in my folder for this task.

Yr 11 Daniel Beech

Mr Doyle says: 'An excellent demonstration of using advanced features of Adobe Fireworks to achieve a professional standard, along with a clear understanding of end user requirements'.

Learning Support

Friday 5th December 2016

An Alternative Ending

11/11/14 This is looking very promising - I like your varied sentence structures and choice of words

Dashing through the snow, trees flying past Angela she had never ran so fast in her life. Losing breath, Angela lost ground to run on. She felt like she was sailing through space. "BAM!" as Angela's head hit the slope. Hot on her heels the woman and Bailey followed her. She lay there. None. Angela did not move on inch. Face full of snow Angela had been KO. For minutes. Coming around Angela sat up and zipped down the vast speed hill. Clipping her heels the woman went to grab Angela but she was running to fast. Don't look back Angela don't look back whispered Angela to her self. Finally seeing day light Angela thought she was free. Be here no. The blond man trapped her in her tracks.

She trapped. Said the woman in a evil voice. See the Angela's heart was in her mouth. "What? What? What? What?" "What shall we do to her?" she shouted the blond man. Angela froze in then.

Sean "LET HER GO!" Angela's dad said confidently. "I'll give you the Jews is you give me Angela. Being her up Bailey grabbed hold of the woman and the blond man for the police. Waiting howe Angela and her dad had been happier than ever.

* "Grip them Bailey!" the screamed Angela's dad. "Bailey you know him" said the woman

1

In a consensual voice "We were in the army" Bailey took down the woman and the blond man. "Take them away boys" said Angela's Dad.

* Tracking behind Bailey pulled out his mobile phone and called Angela's dad...

* "Guess how I got here"

* "I thought thought you wouldn't come for me" said Angela's enemy.

"Why wouldn't I come for you" said Angela's class mate now less it had been hands" said Angela.

Beep Beep Angela and her dad turned around only to find her mum in the car. "Are you getting in then" said mummy.

What a twist in the ending!

Short Sentences
good Sentences
good words
Spaced marks

11/12/14

AT1 - 5b

Word choice
Varied sentences
Speech
Varied punctuation
Detail

Check all punctuation

51

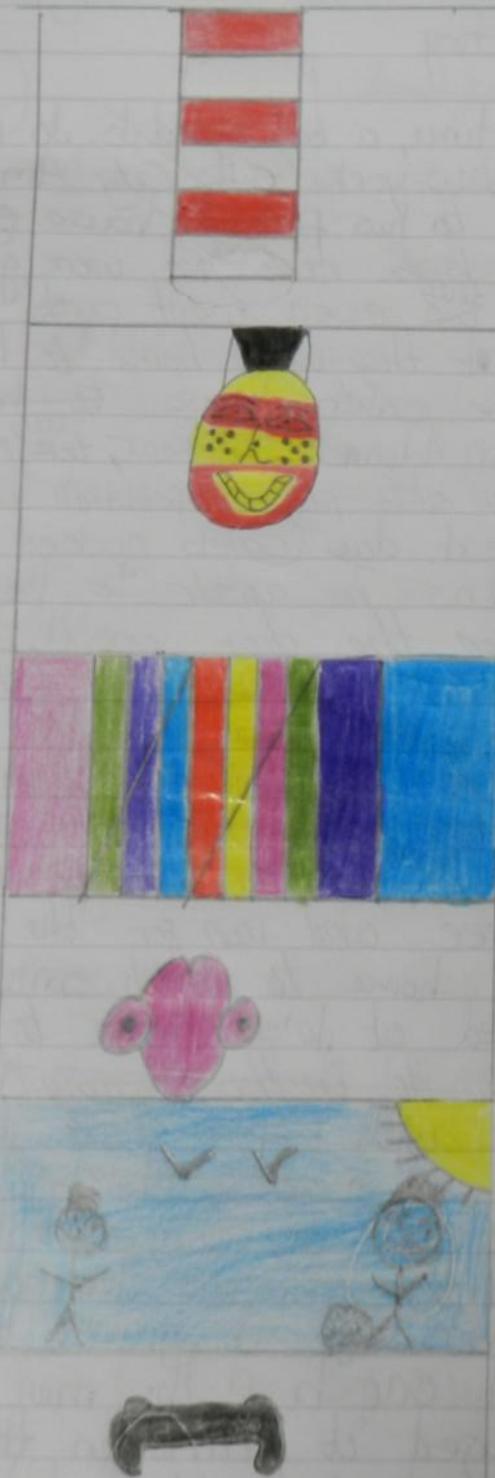
Monetary

Mrs Holmes says: 'Ben wrote an alternative ending to the novel which we have been reading in class. His story shows a good understanding of story structure and how the deliberate choice of words can create drama and tension. Ben also introduced a twist to the story which made it even more enjoyable to read'.

Yr 8 Ben Mason

Learning Support

Totem pole Thursday 13th November 2014



The hat is very high because I am super important. My face is so cool because I am a super hero. I am 11 years and my Birthday is 13/03/2002. This sign is important to me because it reminds me of my mum loving and nice. My out side hobby is football because I love it and am very good at it. Also, I've got 6 week trial at Everton football club. My in door hobby is my PC because it is fabubus and I am good on it.

300

☺ A lovely colourful totem pole. well done!

① hero
① hero
② hero
③ hero

Yr 7 Joshua Schofield

Mrs Stevenson says: 'Josh has drawn a very neat and colourful totem pole to explain all about him. He has added detail in his sentences to explain his pictures and tried to start his sentences in different ways'.

Music



Yr 13 Alex Shaw
A-Level



Yr 13 Jack Dolan
A-Level



Yr 10 Jonny Winbow
GCSE

Miss Howarth says: 'Outstanding performances from our exam vocal students, in our recent school production of Joseph and the Amazing Technicolor Dreamcoat'.

Yr 10 Scot Matley

Miss Howarth says: 'This is Scott learning to harmonise, lesson one'.

harmony practice *Good use of sequence* scot

(A) Excellent work Scot
Sensible use of chord progressions all melody notes within the chords finishing on a perfect cadence

WONDERFUL DETAIL.

- Life and Work of Others: The way someone has behaved in their life and work is sometimes extraordinary and believe God has guided them.
- Enlightenment: Buddhists don't believe in God but seek understanding of what is true and what isn't to escape the cycle of rebirth.
- Hearing God's Call: God has spoken with them directly and they believe they must share God's message with others.
- Visions: Seeing holy people, angels or hearing messages e.g. St. Bernadette saw a vision of the Virgin Mary.
- Dreams: God contacting people whilst asleep e.g. (Genesis 28) Jacob saw a ladder to heaven with angels going up and down and realised God is willing to forgive sins if people turn back to God.
- Other Miracles: Amazing Miraculous healing of terminal illnesses and physical disabilities which science can't explain e.g. water at Lourdes has healing properties.

(T) USE THE EXAMPLES IN THE HOMEWORK QUESTION.

HU: "Humans only need to look at nature to get a clear idea of what God looks like" FARM

Create concise opening

Well thought and accurate religious arguments

Some people would agree as nature is God's work/creation so it will portray what God will look like as he has made it and will work to show himself in his work to the humans. They would also say that for something to be so beautiful and so expensive and varied, someone powerful and intelligent must have made it, this being God, this will help humans understand the personality and help imagine the appearance of God as he it also says in the Bible that God made humans in his own design which tells us that God looks like us. Other people would disagree as they would say if God wanted to show what he looked like he would physically show us rather than through nature. They would also say that humans ^{sp} cannot understand his God's work so we don't know if he has a distinctive appearance as that that would make God limited by that appearance and he would then no longer be all powerful and God-like. I think people can get an idea of what God looks like as he would have been influenced by himself and it is said he made humans after his own appearance.

6/6 (A) Another outstanding answer. Well done James.

Yr 11 James Cowser

Mr Watt says: 'Here are some very high level responses to Philosophy exam questions, James is leading the way with the RE GCSE Full Course, with outstanding A* answers like these'.



Yr 10 Adil Ahmed

Miss Vose says: 'Year 10 have studied responses to homosexuality as part of their Ethics GCSE. They watched a 5 minute mini documentary on the different views Christians have regarding homosexuality and were then asked to create and decorate these 3D churches with the views. The graffiti refers to God creating man and woman in Genesis, sinning against God's law leads to punishment, and the opposing views such as "Judge not, and you shall not be judged" and that God creates all humans, if being homosexual is how you're born then God wanted you to be gay. In their exam they will only achieve an A/A* if they can show they understand the sources that create differing views within one religion'.

Business Studies

Specific Types of Market Research

Monday 10th November 2014

- L/O:
- To recognise the difference between primary + secondary market research.
 - To understand the pros + cons of different types

Primary Research Types:

- Interviews
- Surveys / Questionnaires
- Focus groups
- Sampling
- Observations

Factual Information = quantitative data
Opinions and views = qualitative data *

Interviews

Face to face interviews involve respondents being asked pre-planned questions by an interviewer. Interviews of this type are usually expensive.

- Pros =
- More detailed/in-depth responses.
 - More personal to company.
 - Many questions can be asked.

- Cons =
- Expensive to do.
 - Only one person's views.
 - Responses could be biased.

Surveys/Questionnaires

The most common surveys are telephone surveys and surveys

- Time-consuming.

To view this article in full please see our website www.audenshawschool.org.uk/outstandingwork

Yr 10 Jake Britner

Mrs Shepherd says: 'Jake has taken this learning objective and outlined very clearly a broad selection of market research types. He has investigated the advantages and disadvantages of each type very thoroughly and presented his work in a coherent and meticulous manner'.

Business Studies

7 Jack Woolmer

Do not write outside the box

2 (a) Analyse the reasons why Olivia and Bill decided to produce a cash flow forecast.

Olivia and Bill have made cash flow forecast this is essential for a business as it gives a clear idea of how the business will fare over the first year. This tells the business owners whether starting the business will be profitable and how much money they will have to improve the business.

Making a cash flow forecast can be important when seeking a bank loan or overdraft. We see this in the text: 'Bill amended his original cash flow and contacted... The bank agreed an overdraft limit of £10,000. Had the cash flow not shown a sustainable business model the bank would not of granted them the overdraft through fear they may never be repaid.'

Cash flow is good for predicting income however if there is an unforeseen problem and the business does not reach it's targets they could face consequences and lose the business and their assets. (10 marks)

Extra space Overall it is more useful to make a cash flow than it would be to not as it has more benefits than drawbacks and also give a strict plan the business owners should stick too!

* good application Jack with analysis of each part - think about the structure of your answer from the group task we worked on.

Turn over ▶

9

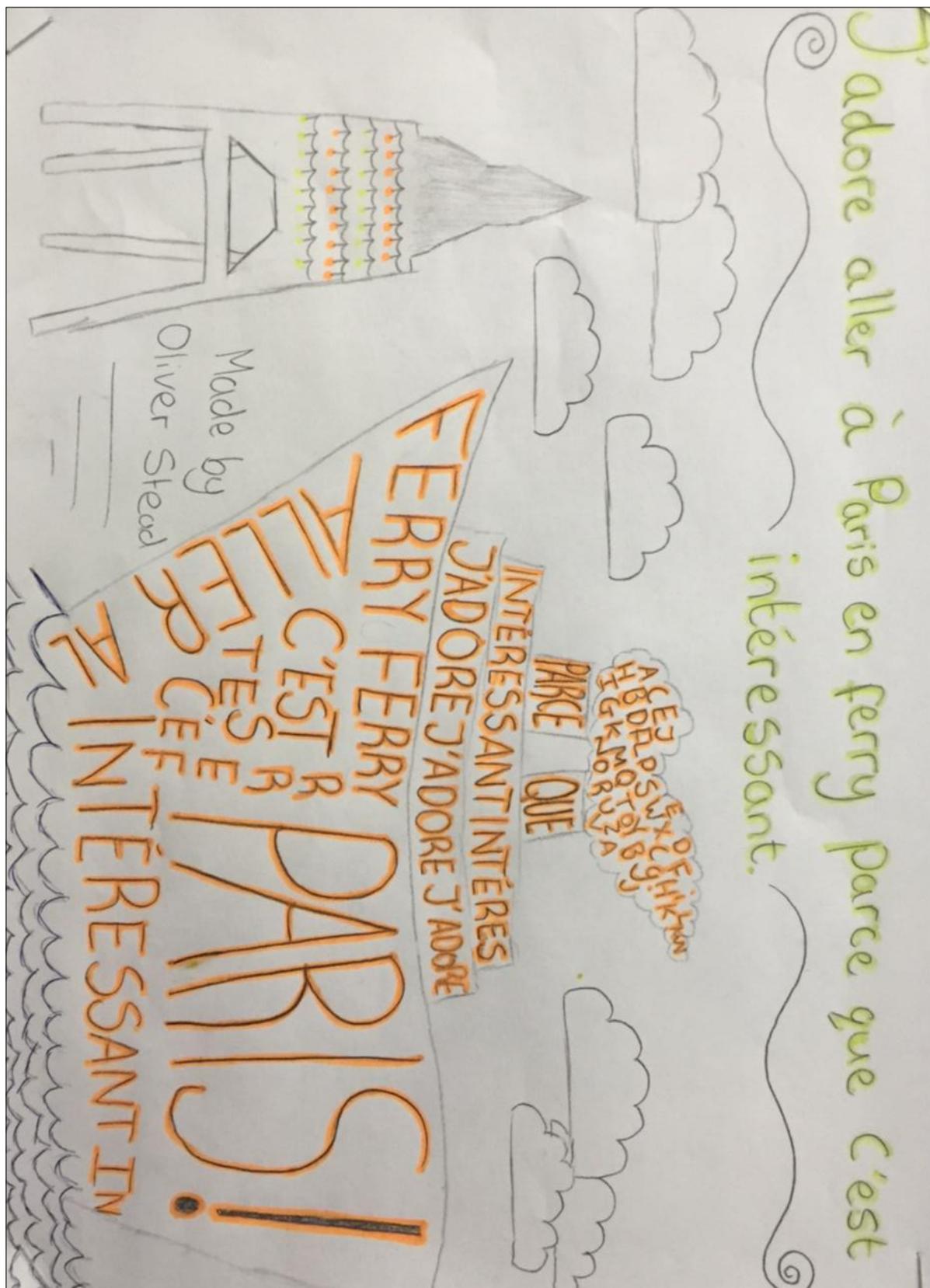
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Yr 12 Jack Woolmer

Mrs Shepherd says: 'Jack has used the techniques developed in lesson in order to gain analysis and application marks for this answer. Using references from the case study has allowed for a good discussion on his answer and a clear summary has been outlined to finish'.

MFL - French



Yr 8
Oliver Stead

Miss Swait says: 'Students were given the task of creating a shape poem about transport. A shape poem is a poem that is shaped the same way as the object the poem is describing. Oliver demonstrated he could create a level 4 sentence, by including an opinion and a connective in his shape poem'.

MFL - Spanish



Yr 9
Daniel Cawley

Mr Bannatyne says: 'A lovely piece of work by Daniel, he has done some research on Manchester and prepared a display to help tourists find their way to the attractions. He has used his own vocabulary and research. Well done Daniel'.

Geography

(d) Read the passage below.

Over the past thirty years São Paulo's local authority has tried to improve services for people in the favelas. They have provided

- over 2,000 kilometres of paved roads;
- thousands of street lights;
- improved drainage and sewage systems.

Over time houses have been improved but there are still over one million people living without basic amenities.

- (i) From the passage, choose **one** way in which the local authority has improved conditions in the favelas. Explain how this should improve the quality of life.

An improved drainage and sewage system would improve quality of life because it would result in less illness ~~eg~~ → which would allow the people to not pay so much money for healthcare. This would result in more money for food. [2]

- (ii) Describe and explain **one other** way, not shown in the passage, people and / or organisations might use to improve the quality of life for people living in areas like these favelas.

You may refer to examples you have studied.

Local clinics or Hospitals would be a good idea. This is because the residents can get quality healthcare for disease and injury that will be cheap. This allows people to suffer less and have more money to spend on building materials or food, meaning a better quality of life. Also, hospitals would provide jobs for residents so people can get off the streets (criminal rates would drop) and get a well paid job to afford basic amenities such as electricity.

Yr 10 James Smillie

Mrs Sykes says: 'James has managed to get the maximum marks for each question without using up all the space. He has a concise writing style which is ideal for examinations as he gets straight to the point without wasting time'.

12/12



What is particularly impressive about this is you have achieved full marks and still have space left over.

- (c) Study the photograph below. It shows the living conditions of the poor in favelas (shanty towns) and the rich who live in apartments.

- (i) Compare the housing in the favelas and the apartments in the background of the photograph.

The housing in the background is built from much more expensive, structurally ^{solid} correct materials whereas the favelas are made from wood and bits of metal. Also, the apartment buildings have modern ^{services} amenities such as electricity but the shanty houses do not. [2]

- (ii) Explain how the housing in the favelas may affect the quality of life of the residents.

The poor sewage systems could cause bacterial infections which, without correct treatment, could be fatal. The treatment could cost precious money. The poor safety of houses could cause injuries that would also cause money to be spent and could cause issues with getting work. [3]

Geography

FOCUSING ON GHANA

By Hasan Mohammed 9A

Why is Ghana so poor?

There is a long history of problems in Ghana, despite large resources of cocoa, gold and diamonds, historically the British saw Ghana as a colony. It is a lot to ship gold, maize and cocoa. This long history of shipping and exporting taking things out from Ghana by foreigners left Ghana very poor. So when independence was declared and given to Ghana in 1947 the country faced huge problems. These have been long lasting with current problems of debt repayments. The north of Ghana is at risk of being deserted as people are cutting too many trees down leading to deforestation and natural resources such as brought down and Ghana is also reliant on rain so when the price went down and reduced it left Ghana on a shortage of GDP. Ghana has also borrowed a lot of money and doing debt repayments are difficult for the country to deal with and causing making it extremely poor and suffer from poverty.

Poverty in Ghana has many causes but the main cause is due mainly to the global market trap. About 60% of the Ghanaian population are into agriculture (farming). Most of these people, especially the poor farmers who cannot afford the machinery and large chemicals required for large scale farming, are just producing enough to feed themselves and their families.

Ghana the country itself suffers from a lot of poverty itself but it is quite poor because in the early days when the country had vital elements and things that were useful and worth a lot to MEDCs and because they had no sympathetic use to them they traded them in return for something much more worthless, the MEDCs named Ghana the 'Gold Coast'. Then the slave trade came and the Europeans bought 5000 people a year from the Ghanaians. But eventually the MEDCs wanted more and this resulted in a not so cooperative situation of trade and caused quite a lot of arguments between tribes and led to war which went on for 150 years, how shameful!

Where is Ghana located?

Ghana is located just approximately on the north of the tropic of Capricorn and just on the south on the 10° equator. Also interestingly the Atlantic ocean borders it. Nigeria, South of Capricorn, Azores, Mal and Benin are ALL countries that border Ghana in one way or another.

Map of Ghana

Ghana got its independence on the 6th March 1957

The name Ghana means warrior king and harks back to the days of the Ghana Empire between the 9th and 13th centuries.

On the globe it is the last country south of the Greenwich Meridian meaning that it shares the same time zone with the GMT.

FOCUSING ON GHANA

Physical Geography

Ghana's physical geography is split up into 4 main zones, the coastline, the coastal plain, the forest belt and the dry savannah. The coastline is made of low sandy shore continuously watered by the Atlantic Ocean. The coastal plain low lying land is composed of heavily reworked, which many have been cut down to give way to business areas of living environments for houses etc. In the south of the coastal plain which makes up the middle of Ghana is full of country classed as guinea savannah which consist of grass and scattered deciduous trees and again trees with broad oak leaves. Also as it is 400 miles north of the equator, significantly it has the most part of a tropical climate however temperatures can vary relative to season. The tropical climate isn't divided by hot or rainy weather, as the west of Africa there are not 4 seasons there are only 2 seasons the dry season and the rainy season.

Future Development

The main focus in Northern Ghana is to provide safe drinking water and have water pipes in public places that provide clean water to the people of Ghana. Another focus of future development is to create better transport that connects the world bank to give all of Ghana a link to the rest of the world. Ghana is also looking to improve its infrastructure, especially in the north, to attract foreign investment and create jobs. The government is also focusing on improving the health care system and education to help the poorest people in the country.

Life for Ghana's poorest people

Only a hand, life for the poorest people is actually very miserable and grinding with no money, in the north there is a lack of water and electricity. Many are suffering from malaria and other diseases. They are struggling to survive and many are working in the informal sector. The government is trying to improve the situation by providing basic services and creating jobs.

**Yr 9
Hasan Mohammed**

Mrs Sykes says: 'This is an Outstanding homework assignment from Hasan! He has put a huge amount of time and effort into this project on Ghana. Hasan carried out detailed independent research and really thought about how to present his work in an interesting way. I really enjoyed reading his work'.

Design and Technology

Yr 11 Jack Davies

Mr Spruce says: 'Jack's clock is influenced by his love for Rugby. He has designed and made his clock which uses acrylic and pine in it's construction with appropriate finishes applied. Jack has achieved an excellent quality in his work.'



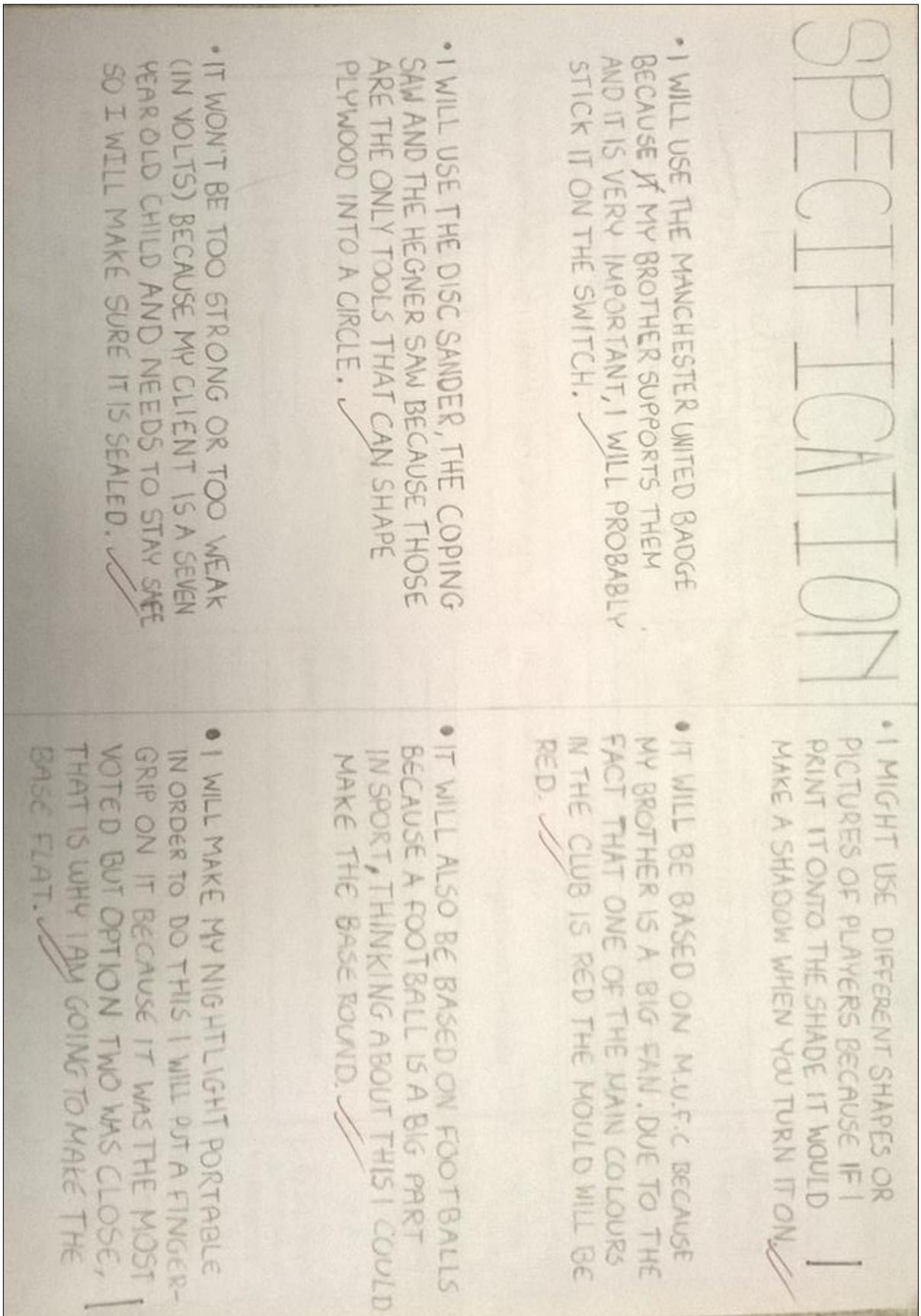
Design and Technology



Yr 11 Samuel Peake-Lees

Mr Spruce says: 'Sam's design is based on Jamaican culture and he is making it for his brother Tom. He has also incorporated an MP3 Amplifier into his design to introduce a second function which was identified in his research'.

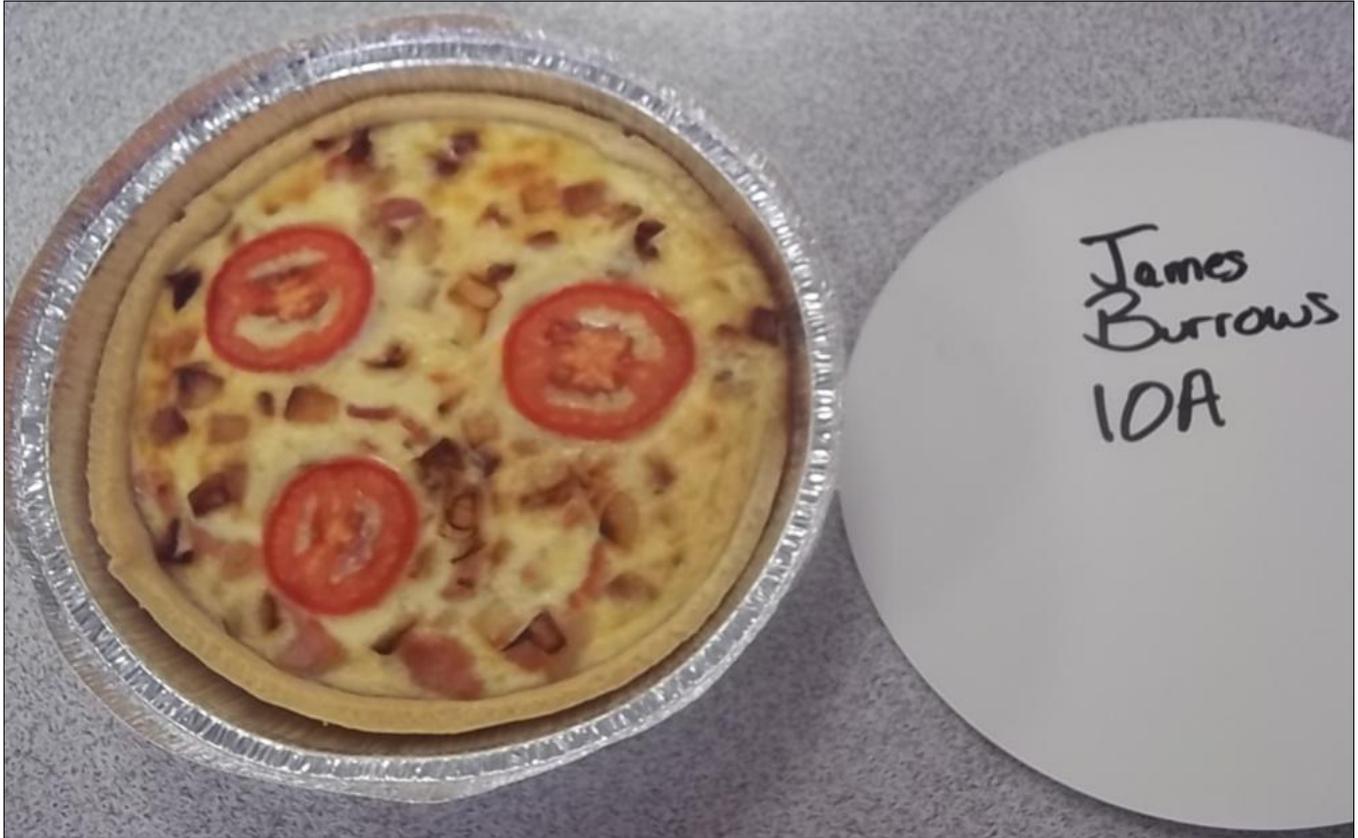
Design and Technology



Mr Spruce says: 'Osama not only set out his specification beautifully, each point has a direct effect on what his designs will look like. He also explains the significance of each point really clearly'.

Yr 8 Osama Mallah

Food Technology



Yr 10 James Burrows

Mr Tupman says: 'Superb practical work in preparation for his GCSE yr 10 catering examination. The students have to demonstrate the variety of a food commodity in this case dairy products. James demonstrated high level skills making a short crust pastry, handling and cooking raw meat, his organisation, safety and presentation were all excellent'.

Dear Students,

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

For all 16 star students featured on the front cover, I would like to purchase a book of your choosing and have it donated to our school library in your name. Mrs Watkinson will be in touch for your chosen book title.

If your work hasn't featured this time please keep trying, as 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 school via: talkback@audenshaw.tameside.sch.uk.