



OUTSTANDING WORK

AUDENSHAW SCHOOL NEWSLETTER

December 2016

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.

ENGLISH

BRAOLE7 L006

How does Williams show Blanche's fragmented mind in the final two scenes of the play?

During the course of *Also, to criticize the society?* A Streetcar Named Desire, Tennessee Williams depicts the deteriorating mental state of Blanche Dubois. The purpose of which is to express to the viewer that Blanche is incompatible with the society she lives in. Throughout the final two scenes of the play, the *viewer* *audience* witnesses the climax of Blanche's mental disintegration and the inevitable fragmentation of Blanche's mind through her rape and her subsequent institutionalisation. Williams incorporates features of imagery, plastic theatre and language to express the severity of Blanche's mental fragmentation to the audience.

Smile
comment
image
Williams uses plastic theatre through scenes ten and eleven in order to accurately mirror Blanche's mental disintegration during her dramatic and climactic downfall by creating a sense of other-worldliness and horror. Elements of plastic theatre are present in the description of 'lurid reflections' following Blanche. Williams depicts Blanche's demons in a physical manner that the audience can experience in order to increase the audience's emotional bond and understanding of Blanche through a shared perspective. Plastic theatre is further used in scene ten through the description of 'Inhuman voices like cries in a jungle.' Williams continues to incorporate plastic theatre through Blanche's downfall to express her tragically incoherent mental state. *They're not there yet*

Beautifully expressed
Repetition is a feature commonly used by Williams in scene ten and eleven to indicate the fragmentation of Blanche's mind. The repetitive use of the interjection 'Oh, oh!! Oh- God...' serves to indicate her lack of mental coherency and demonstrates her emotional fragility. Blanche's use of complex vocabulary and language as a manipulation technique has now vanished, she has lost her most quintessential asset, thus indicating a severe loss of her character. Williams includes this repetition to indicate to the audience a turning point in the plot. Blanche is no longer the strong, independent character she strives to be, she has lost her leverage over Stanley and has finally fallen victim to an unequal and unforgiving society.

Furthermore, Williams continues to express Blanche's fragmented mental state through the use of disjointed sentences. Whilst on the phone, Blanche loses her composure and begins to disjoint her sentence 'One moment! Someone is - Nothing! Hold on please!' Williams includes this feature in order to express Blanche's lack of lucidity and to build tension, leading to the climactic rape that results in permanent damage to Blanche's mental state. The use of fragmented sentences serves to

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Bradley Wood (Year 12)

Bradley showed perceptive insight into the writer's techniques and showcased his increasingly mature writing style in this essay. Well done, Bradley.

Mrs Lofthouse

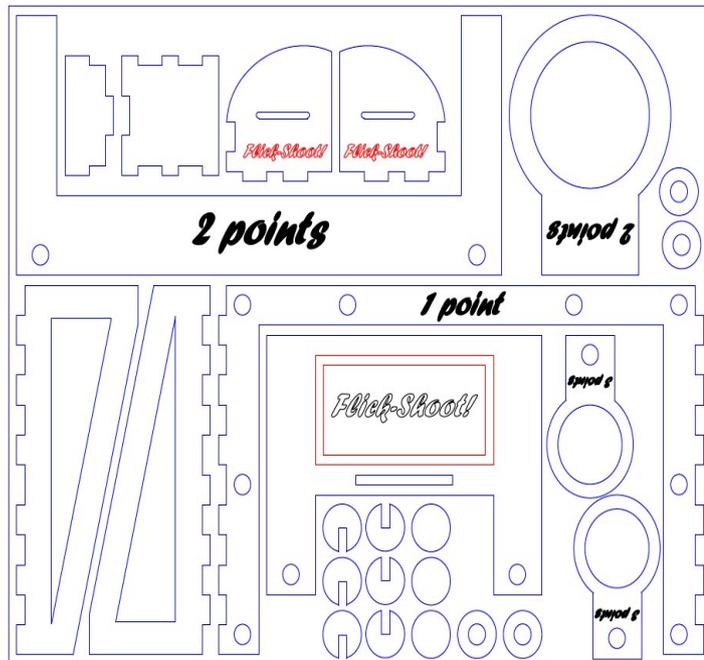
All the students who have work featured in this newsletter are awarded the opportunity to chose a book title to be purchased for the school library that all our students may enjoy.

Congratulations to all the students featured in our latest Outstanding Work Newsletter.



DESIGN & TECHNOLOGY

Yr10 Product Design Students competed in teams against each other to represent the school in the international design competition for Design Museum in London. The winning team would have had their product made commercially and sold in the Design Museum shop. Our best team was selected by Mr Cant and Mr Bond but unfortunately we did not make it through to the final – the team was congratulated by the Museum judges on a great idea which was well presented.



Sustainability:

The design of the product has been cleverly thought out to minimise waste plywood. Through intricate and well thought preparation all parts of the game fit within an A4 plywood sheet. The plywood sheet including all the parts would fit inside the packaging which would be a translucent poly-bag which would have a card header containing the branding for the product and key information such as game instructions and suitable age range. This is outlined more in the 3 A3 visualisation sheets.

Rules of the game:

Each player gets 2 sets of 3 flicks. This however can be adjusted to suit the amount of time the players have and how many people are playing.

Shooting through the football net successfully scores **1 point**

Shooting through the large basket & American football posts scores **2 points**

Shooting through the smaller hoops scores **3 points**

The winner is the player with the most points at the end of the game.

The position of hoops can be changed and adjusted each game so no game is ever the same!

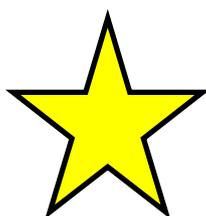


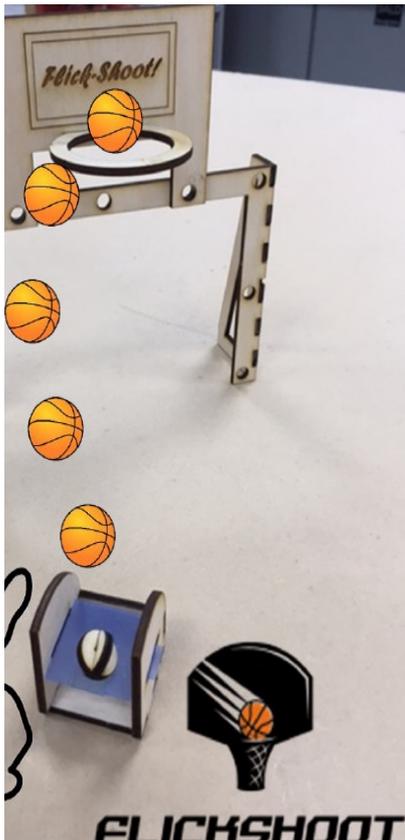
FlickShoot:

Change the game, but the goal stays the same.

#RefuseToLose

Harry Dimond, Victor Damola
Vincent O'Brien, Harrison Fraser





About our product:



FlickShoot is a new, multiplayer challenge game that can be used on any table top, whether at home, school or even the train.

The aim of the game is to flick the ball either into the hoop, through the posts or into the goal. Flick shoot can change its configuration between Basketball, American football and Soccer.

The game is stored flat within an A4 sized sheet of plywood. Change occurs when the user who are ready to play transform the flat pieces and connect them to make the goal and net structure.

Target

FLICKS

Market:



The Competition:



From our research we have found table-top games in football and basketball but no games which combines both or a number of sports. We have highlighted this as a gap in the market for FlickShoot. Also these existing games are difficult to transport whereas FlickShoot can be packed away flat to a 3mm thick A4 sheet of Plywood which is easy and light-weight to transport in a backpack.

The primary target audience is school children who are visiting the Design Museum on a trip. The idea is that FlickShoot could keep the school pupils aged 11-18 entertained at their hotel, airport, train journey as well as back at home and in school. As well as school children a secondary audience will be children who travel with their parents who are tourists in London and visit the Design Museum.

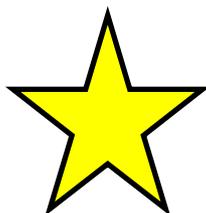
The target audience will be made aware of the product primarily through social media with sponsored adverts through Instagram, Twitter and Snapchat which are apps used frequently by the target audience. Adverts and sponsored ads can be posted on social media starting from 10p and can be directed to specifically appear on the feeds of people in the target age range.

FlickShoot:

Change the game, but the goal stays the same.

#RefuseToLose

**Harry Dimond, Victor Damola
Vincent O'Brien, Harrison Fraser**



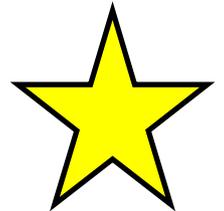
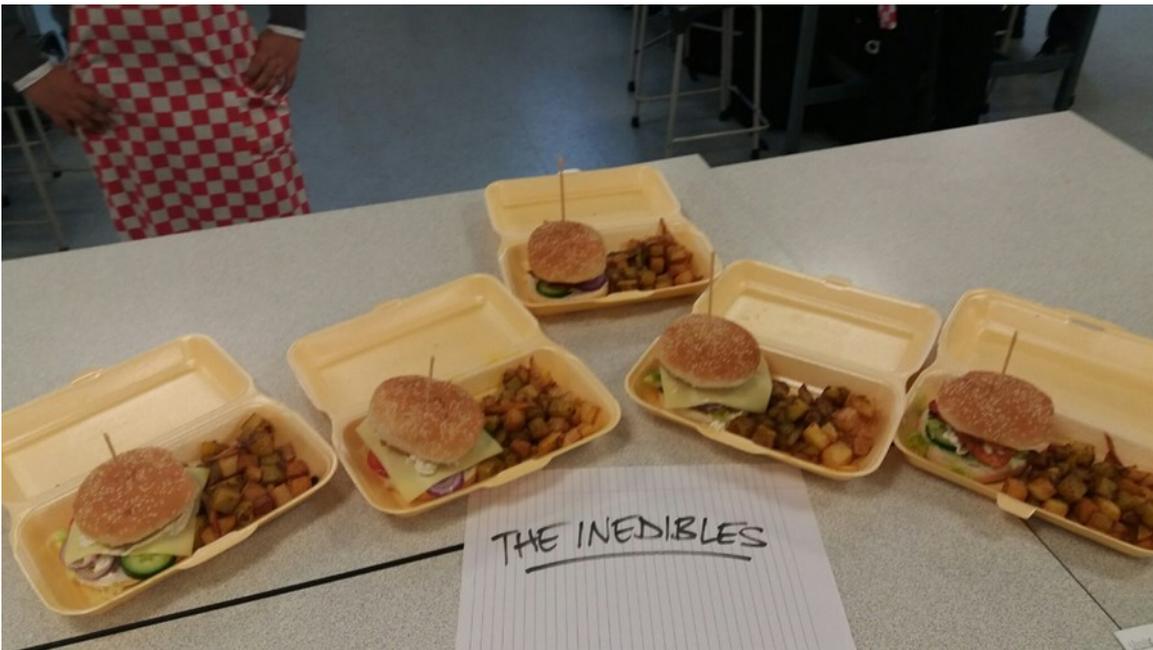
DESIGN & TECHNOLOGY

The year 9s are taking part in a Young Apprentice style project. They are researching the types of burgers that are available around the country and designing their own burger and side dish to break into a lucrative fast food market. Here are a couple of the best results.



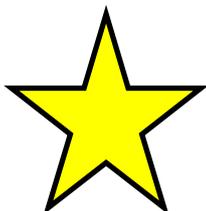
The Flame Grillerz - aka Michael Brown, George Colville Jacob Ward and Oliver Lockwood, all of 9L made a side dish of deep fried sweet potato chips which they presented in a hollowed out red pepper. This was an idea that they came up with and not one that I'd seen anything like before. I loved that they took such care and thought with the presentation of their burgers.

Mr Dean



"The Inedibles" tried a different way to impress me with their presentation. Abdurrahman Nawaz, Roman Allison and Jawad Malik of 9A obtained some burger boxes and skewers to give their burgers a genuine shop bought look. All of them were presented to the same standard. The extra portion was a deliberate attempt to sway my opinion with the offer of a free meal. No need lads. This was great work but thanks for the burger anyway!

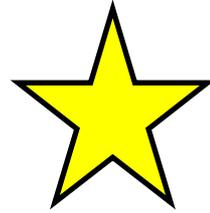
Mr Dean



DESIGN & TECHNOLOGY



The Yr7 headphone wrap project is not only teaching students about the working properties of acrylic and the use of computers in designing and making but also bringing out their creative sides to produce shop quality product. Outstanding work from this group of students.



BUSINESS STUDIES

Monday 3rd October 2016 SWOT Analysis

What must 7 Bone do next? Why?

In my opinion, 7 Bone need to start employing staff as they need to form a team in the kitchen and make sure they aren't running low on employees ^{because} as the lunchtime rush can become hectic if there is a lack of workers and too much demand. Panic will begin to set in, mistakes will be made and customers will be unhappy. 7 Bone also need to employ experienced staff as ~~some~~ the two entrepreneurs have no experience in the restaurant market. They also need to ~~begin~~ finish the design of the restaurant as if a restaurant looks good it will attract customers.

How Will an increase of seats in a restaurant help a business?

More seats in the ~~restaurant~~ restaurant means that more customers can eat at once, this means an increase of revenue and profit. This also means that less restaurants will need to be opened to get a certain amount of seats. If their target was 350 seats they would've have to open 10 restaurants but with the new seat configuration they only need 6 or 7 restaurants. This means that their finances are spent efficiently, decreasing their costs and boosting profits.

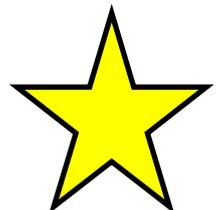
Excuse me - not done.

Osama Mallah Year 10

Osama showed an excellent grasp of key concepts and general business knowledge in his answer and he was able to apply this to a specific example!

Mr Cant

Next Steps... If the restaurant could not increase seat numbers, can you explain other ways than revenue could be increased?
Another way that revenue could be increased is if 7 Bone could introduce added value to their products in the form of special offers, meal deals, ~~extra~~ extra toppings or many other techniques. They could even buy two floor buildings or a big building as their new restaurant.





Marshall Bellamy 8W

Marshall has created a very imaginative homework inspired by Jon Burgerman.

Miss Pringle



Thomas Jepson 11N

Tom is looking at eyes for his mock exam and creating a series of pieces experimenting with different media. In this piece he has used ink, acrylic paint and fine liner, working in the style of his chosen artists.

Miss Pringle

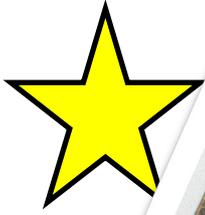


Adam Turner Y12

Adam has created an outstanding drawing of a close up section of flowers. The pencil crayons have been carefully layered up to capture the delicate nature of the subject matter.

A beautiful image Adam, well done.

Mrs Anders

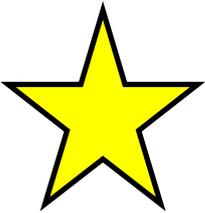


Vikas Parekh Y13

Inspired by visiting artist Tony Jackson, Vikas has created this mixed media canvas which focuses on texture and shape. A range of techniques have been skilfully applied to build up layers of cardboard, acrylic and emulsion paint, PVA glue, inks and bleach.

Well done Vikas.

Mrs Anders



Wunnai Tam 9S

Wunnai has produced an excellent research page in to Steampunk style insects. The piece of work is beautifully presented and Wunnai has reflected this style of art through his creative title and choice of colour.

Well done Wunnai.

Mrs Anders

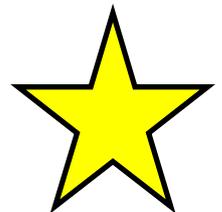


Elliot Egerton 7N

In this homework piece Elliot has recreated a Lichtenstein piece of work showing excellent attention to detail and precise application of colour.

Well done Elliot.

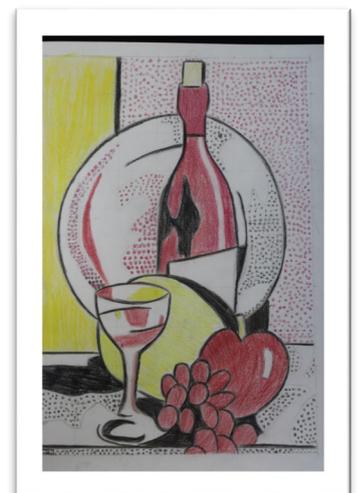
Mrs Anders



Sam Jackson 10D

Sam created this drawing using a grid and he has shown very close attention to fine detail and strong use of tonal shading in the completed work.

Mrs Parker



Outstanding Work – James Coffey 10D

The following work is the result of 3-4 lessons looking at IF and Nested IF statements with Python. The task the class were required to complete was a 'Car selector' program. Here, the program would ask the user (person using the program) to answer 5 questions, such as what year would they like their car to be (e.g. 2011) to how many seats they would want (e.g. 4). Based on their inputs, the IF, Elif, and Else statements would give the user a result of what their Ideal car would be. This task required a lot of thought, and technique, as well as a lot of research in finding the different cars. Here, James has shown a great understanding of how to use Nested IF statements. Nested IF statements, are IF statements inside IF statements. These IF statements check to see if something has been met. The more Nested IF's used, the more specific the program becomes.

The amount of work and effort that James has put into his work is outstanding, showing an excellent use of the different techniques, and has added great detail to his program. He is one of the only students in Year 10, to be able to use multiple ELIFS and Else's in his program. The level of detail in such an early time of doing Programming with Python, puts James in a fantastic position to achieve great results in Year 11 in the subject. **Mr Doyle**

```

year = int(input("What year would you like(Even though only
2011 and 2013 are available)? "))
fuel = input("What fuel type would you like(Diesel/Petrol)? ")
tra = input("What type of transmission would you like(Manual/
Automatic)? ")
seats = int(input("How many seats do you want(Currently, 4 is
the only option)? "))
colour = input("What colour car do you want? ")

if year == 2011:
    if fuel == "diesel" or fuel == "Diesel":
        if tra == "automatic" or tra == "Automatic":
            if seats == 4:
                if colour == "grey" or colour == "Grey":
                    print("Your ideal car is BMW 1 Series SE") # I have
quite a lot of BMW's
                elif colour == "black" or colour == "Black":
                    print("Your ideal car is BMW Series Exclusive Edi-
tion")
                elif colour == "silver" or colour == "Silver":
                    print("Your ideal car is BMW X1 SE or BMW Series
SE")
            else:
                print("We can't find a car with that colour")
        else:
            print("We don't have that many seats")

    elif tra == "manual" or tra == "Manual":
        if seats == 4:
            if colour == "silver" or colour == "Silver":
                print("Your ideal car is BMW 1 Series Sport")
            elif colour == "black" or colour == "Black":
                print("Your ideal car is BMW 1 Series M Sport")
            elif colour == "blue" or colour == "Blue":
                print("Your ideal car is BMW X1 SE")
            else:
                print("We can't find a car with that colour")

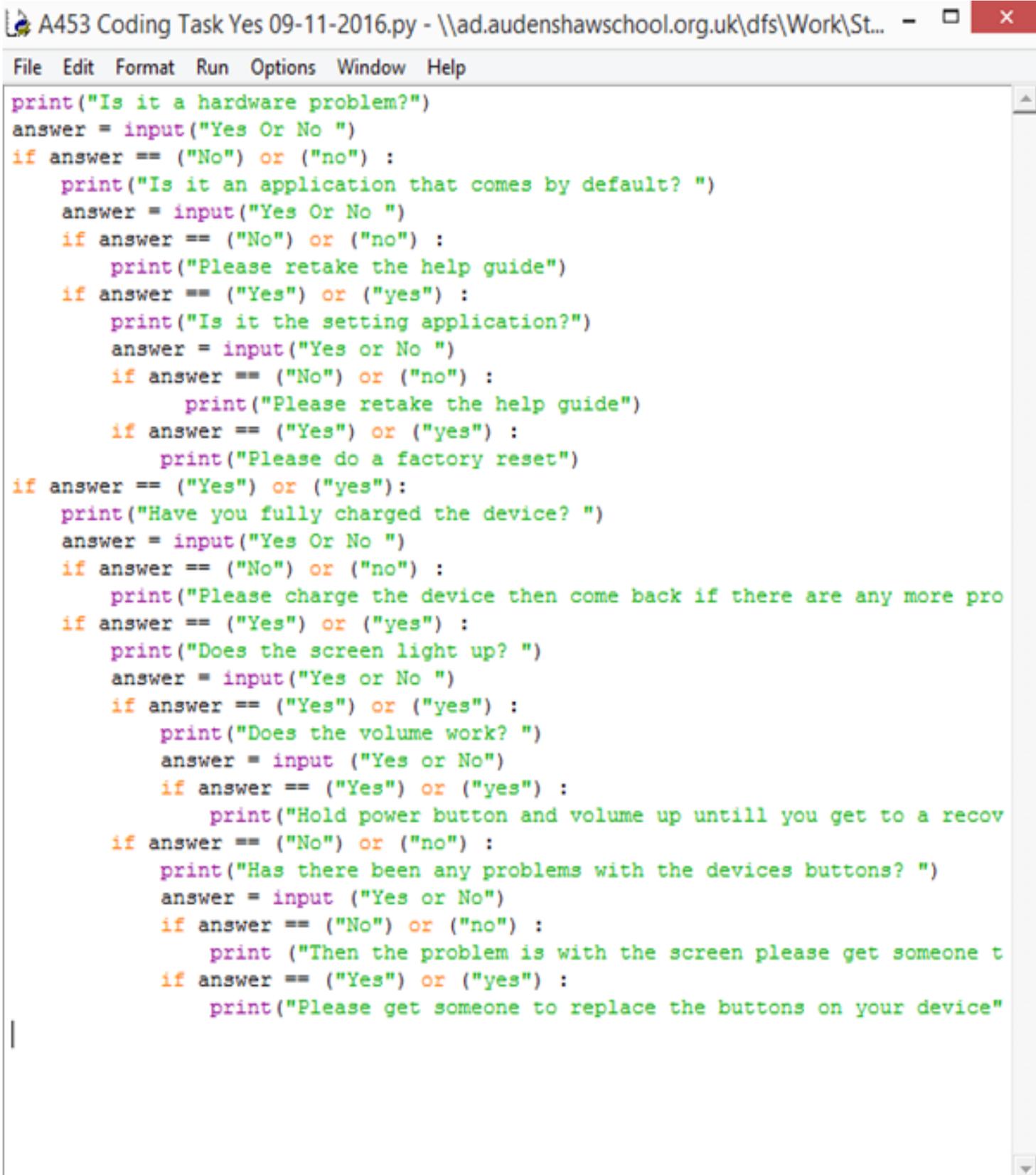
        elif fuel == "petrol" or fuel == "Petrol":
            if tra == "automatic" or tra == "Automatic":
                if seats == 4:
                    if colour == "black" or colour == "Black":
                        print("Your ideal car is Ford Fiesta Titanium") #
I start running out of relevent BMW's at this point
                    elif colour == "grey" or colour == "Grey":
                        print("Your ideal car is Honda Civic")
                    elif colour == "white" or colour == "White":
                        print("Your ideal car is Citroen Ds3")
                    else:
                        print("We can't find a car with that colour")
                else:
                    print("We don't have that many seats")

            elif tra == "manual" or tra == "Manual":
                if seats == 4:
                    if colour == "blue" or colour == "Blue":
                        print("Your ideal car is BMW 3 Series M
Sport") # I find more BMW's (Hurray!)
                    elif colour == "red" or colour == "Red":
                        print("Your ideal car is Fiat Panda") # And then
run out again *sad face*
                    elif colour == "white" or colour == "White":
                        print("Your ideal car is Fiat Punto Evo")
                    else:
                        print("We can't find a car with that colour")
                else:
                    print("We don't have that many seats")

        elif year == 2013:
            if fuel == "diesel" or fuel == "Diesel":
                print("We can't find a car with that colour")
            else:
                print("We don't have that many seats")

```

Here Stuart was asked to create a Trouble Shooting Tree for mobile phone customers to use. Please see below a sample of the code he wrote. **Mr Doyle**



```
A453 Coding Task Yes 09-11-2016.py - \\ad.audenshawschool.org.uk\dfs\Work\St... - □ ×
File Edit Format Run Options Window Help
print("Is it a hardware problem?")
answer = input("Yes Or No ")
if answer == ("No") or ("no") :
    print("Is it an application that comes by default? ")
    answer = input("Yes Or No ")
    if answer == ("No") or ("no") :
        print("Please retake the help guide")
    if answer == ("Yes") or ("yes") :
        print("Is it the setting application?")
        answer = input("Yes or No ")
        if answer == ("No") or ("no") :
            print("Please retake the help guide")
        if answer == ("Yes") or ("yes") :
            print("Please do a factory reset")
if answer == ("Yes") or ("yes"):
    print("Have you fully charged the device? ")
    answer = input("Yes Or No ")
    if answer == ("No") or ("no") :
        print("Please charge the device then come back if there are any more pro
    if answer == ("Yes") or ("yes") :
        print("Does the screen light up? ")
        answer = input("Yes or No ")
        if answer == ("Yes") or ("yes") :
            print("Does the volume work? ")
            answer = input ("Yes or No")
            if answer == ("Yes") or ("yes") :
                print("Hold power button and volume up untill you get to a recov
    if answer == ("No") or ("no") :
        print("Has there been any problems with the devices buttons? ")
        answer = input ("Yes or No")
        if answer == ("No") or ("no") :
            print ("Then the problem is with the screen please get someone t
        if answer == ("Yes") or ("yes") :
            print("Please get someone to replace the buttons on your device"
```

Ethan Dutu Year 8

Ethan is doing really well in French. He is almost at step five in his writing and has already begun work on his GCSE reading workbook. Félicitations, Ethan!

Mr Bannatyne

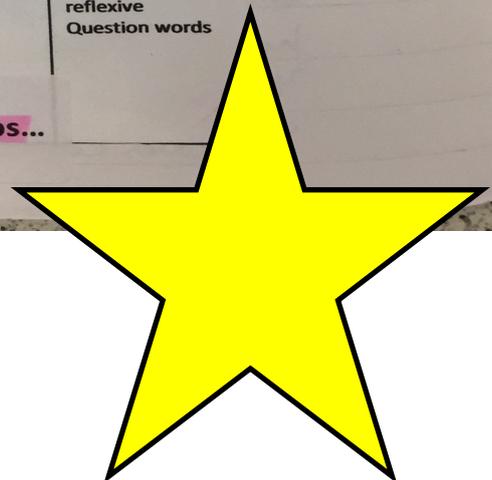
Devoirs.

Je m'appelle Ethan. Ma famille adore la technologie, surtout moi. Moi, j'utilise mon portable ou mon ordinateur tout le temps. J'ai un iPhone 5, mais je veux un iPhone SE. Avec mon portable, je fais tout! Je joue, j'envoie des iMessages et des e-mails, je surfe sur internet, je regarde des clips video - tout! Et je fais ça assez souvent aussi. Avec mon ordi, je fais mes devoirs et télécharge de la musique tous les week-ends. J'ai un oncle en Roumanie, alors on chatte sur WhatsApp quelquefois. Mon père a un iPhone 6S, et un Microsoft Lumia 535 pour son travail. Il envoie des SMS tout le temps et il surfe sur internet de temps en temps. Il n'utilise pas un ordinateur très souvent. Ma mère utilise sa ordinateur par sa travail. Elle envoie des e-mails tout le temps et elle utilise Microsoft Office très souvent aussi. Elle a un Motorola Moto G2, et elle envoie des SMS et des e-mails avec ça. Finalement, il ya ma sœur, Erin. Elle n'a pas de portable, mais elle a un iPod 5. Elle joue et elle regarde des vidéos de musique de temps en temps. Aussi, elle fait ses devoirs sur son ordinateur.

Samedi 16 octobre, novembre

	Step 3	Step 4	Step 5	Step 6
Writing	Several short sentences with support Simple opinions Clear meaning Major verb errors.	Short texts from memory Present or future Opinions with simple reasons Familiar structures Clear meaning Verb errors	Give and seek opinions Two tenses Mostly accurate Minor errors (gender, agreement) Some verb/tense errors	Range of topics Three tenses Longer sentences Linked ideas Some minor errors Few major errors (tenses)
Grammar	Common adj agreement Possessive adjectives Present tense of key irregular verbs Expressions of frequency	Plural & singular present tense verbs Present tense irregulars (want/be) Near future tense Common impersonal verbs Connectives Time expressions	Perfect tense reg verbs Comparative/superlative Negatives Past expressions (yesterday...) Adverbs of time/place (here, there, already)	Irreg. past tense verbs Have to / can Present tense reflexive Question words

Next Steps...



This is an outstanding piece of work due to the structure of the answers to gain maximum marks, excellent work Chloe!

Mr Donnelly

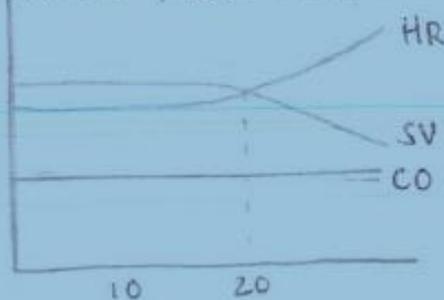
Wednesday 28th November

Key Questions

16

1. Exercise causes the cardiac output to increase - due to an increase in the 2 factors ~~that~~ that affect cardiac output: Stroke Volume and Heart ~~rate~~. Heart Rate increases due to an increase in ~~CO₂~~, this is detected by the chemoreceptors in the brain. The sympathetic accelerator nerve causes the heart rate to speed up. Stroke volume increases due to an increase in blood flow venous return. This is due to an increase in blood flow and muscle contraction. 5/5

2. Cardiovascular drift is an increase in heart rate due to a drop in stroke volume to maintain cardiac output. A same amount of oxygen needs to be maintained however due to a ~~for~~ fluid loss cardiac stroke volume decreases, meaning ~~cardiac output~~ heart rate needs to increase. 3/3



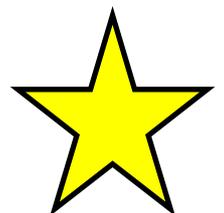
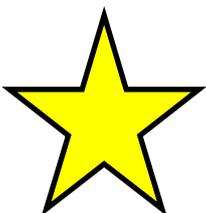
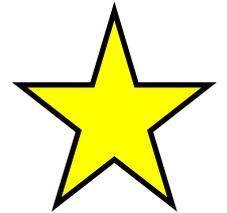
Next Steps...

How is fluid lost?
Through sweating

MUSIC

Composition work with Year 11 has been outstanding this term. The class have produced their individual interpretation of the *Classical* brief. Each piece offers a musical description of a significant historical event or figure between 1750 - 1820 and employs a variety of tempo, keys, rhythms and instrumentation. Well done to: Saul Bardsley (11D), Sam Cowan (11S), Louis Currie (11N), Daniel Davies (11Y), Harry Donoghue (11D), Morgan Green (11A) Nicholas Hope (11W) Alex Law (11D) Stuart Murphy (11Y), Harry Richards (11D) and Thomas Tabner (11A). The quality of work produced is a testament to all their hard work and dedication throughout the term.

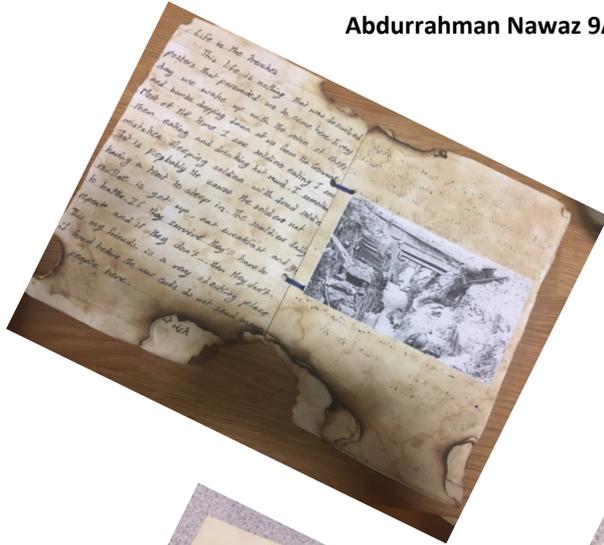
Mr Taylor



Outstanding work of our Year 9 students from their WW1 projects!

Miss Dootson

Abdurrahman Nawaz 9A



Jolan Bennett 9A



Jolan Bennett 9A



Jack Hinchy 9N



Abdurrahman Nawaz 9A



Vitamin A & Vitamin D

Vitamins are a group of substances needed in small amounts by the body to maintain health. Vitamins cannot be made by the human body and that is why there an essential part of your diet.

well done for stating the function of vitamin A:

Vitamin A is important for healthy eyes and good eye sight, it is also used to help you fight infections. Vitamin A is sometimes called retinol. Good sources of vitamin A include:

- Milk, yoghurt and cheese
- Eggs
- Oily fish
- Fortified low-fat spreads

Liver is a very good source of vitamin A. However, you will be at risk of having too much vitamin A if you eat liver more than once a week. Another substance called beta-carotene can also be converted into vitamin A by your body. Good food sources of beta-carotene in your diet include vegetables and orange/yellow coloured fruit e.g. mango, carrots, red peppers and etc.

Great list of foods containing vitamin A.

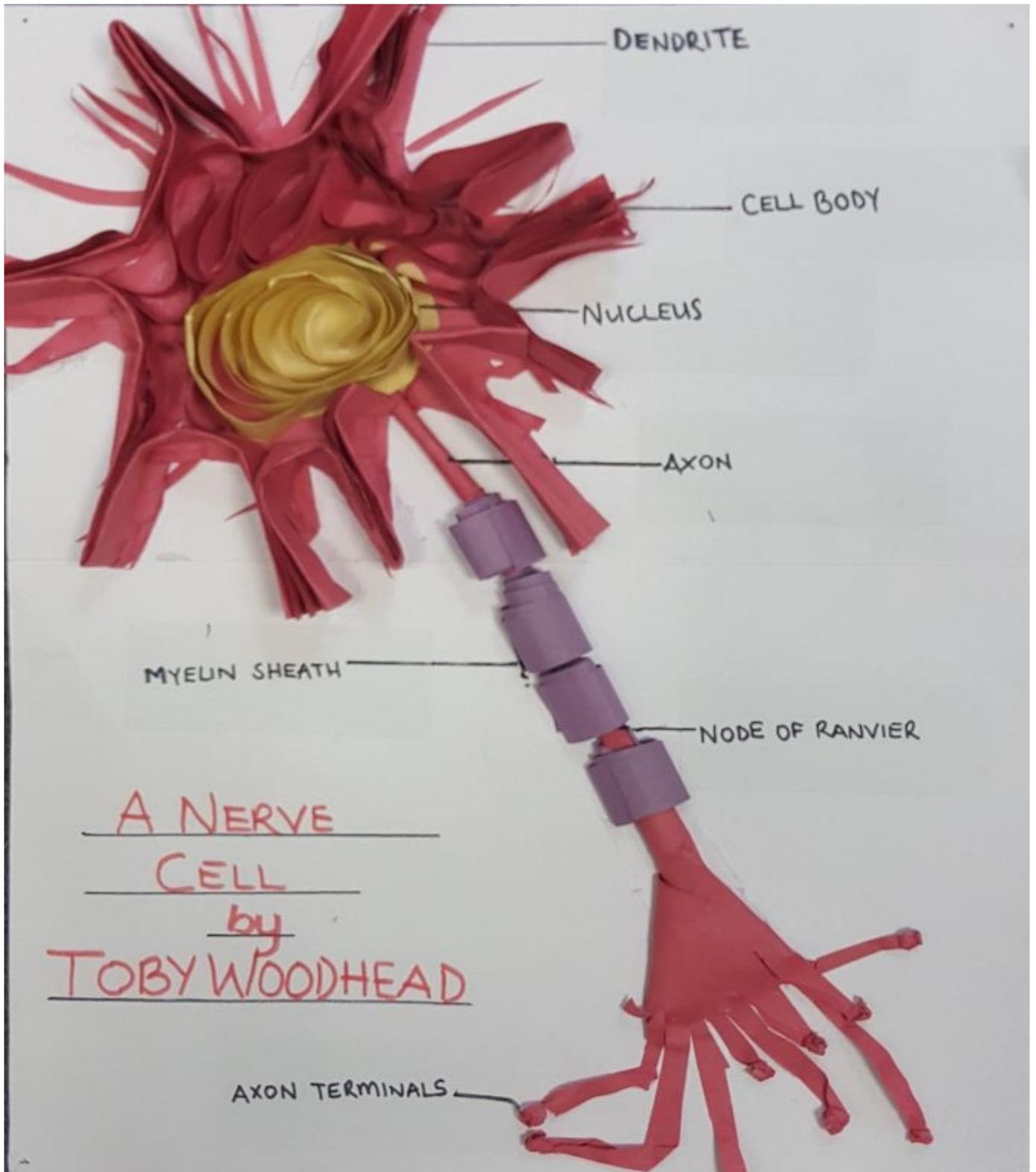
Vitamin A deficiency may be caused by prolonged inadequate intake of vitamin A. Vitamin A deficiency may also occur when your body is unable to make use of the vitamin A in your diet. This may occur in a variety of illnesses such as liver cirrhosis and Crohn's disease.

Mild forms of vitamin A deficiency may cause no symptoms. However, mild forms vitamin A deficiency may cause tiredness (fatigue). Both mild and severe forms of vitamin A may cause an increases risk of infection, delayed growth, infertility and miscarriage. More severe forms of vitamin A deficiency can cause eye and vision problems.

Retained symptoms.

The treatment for Vitamin A deficiency is to eat foods that are rich in vitamin A like liver, beef, chicken, eggs etc. For more sever forms of vitamin A deficiency causing symptoms, the treatment includes taking daily oral vitamin A supplements.

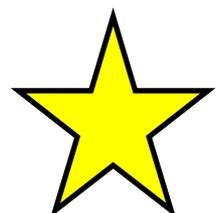


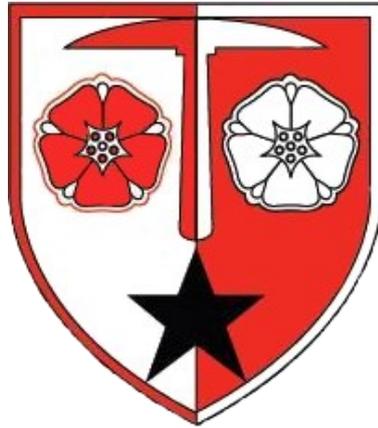


Toby Woodhead 7A

Excellent attention to detail— Fantastic 3D poster! Congratulations!

Ms Hamilton





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