



OUTSTANDING WORK

AUDENSHAW SCHOOL NEWSLETTER

July 2017

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

English Literature Poetry Mock
Power + Conflict Cluster

Matthew Bailey

A wonderful descriptive piece of work!

Mr Cunningham
Head of English

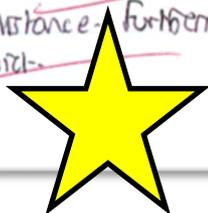
'Storm on the Island' and 'Exposure' presents the power of the natural world as important and something that ~~we~~ humans should not ignore. Both poems present a sense of threat and the use of violent and war imagery suggests that nature is far superior to man. In Heaney's poem 'Storm on the Island', humans are arrogant to nature before they fear the storm, whilst in Owen's poem 'Exposure', soldiers are suffering from nature by sitting in the trenches. *Excellent intro*

Heaney and Owen both use violent imagery to present nature as powerful to humans. For example, Heaney describes it as: "spits like a tame cat turned savage." This suggests that familiar things in society have gone wrong. Furthermore, the contrast created using the adjective "tame" suggests that humans are always vulnerable. Owen ~~also~~ also uses violent imagery such as the metaphor: "An hour's eyes are ice." This highlights how the soldiers have become overpowered by nature and have no emotion. Furthermore the noun "ice" gives the reader the impression that it is a bleak outlook for the soldiers in the trenches. *Excellent comparison through imagery*

In both poems, the fear of nature and its threat to humans ~~is highlighted~~ is highlighted by the use of foreshadowing. For example, Heaney uses foreshadowing when it was to have said: "we build our houses seaward." This implies that everyone is in fear of the storm and are realising the power of nature. Furthermore the first person plural "we" indicates that there is a sense of community and that the fear of the storm is bringing humans together. Owen also uses foreshadowing when it was to have said: "Sudden successive flights of bullets streak the sky." This highlights that the narrator can hear the bullets in the distance. Furthermore the use of sibilance "s" creates the sounds of war and conflict.

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

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



Matthew Bailey's work has been reviewed and marked, the next steps have then allowed Matthew to produce an outstanding piece of work!

Mr Cunningham
Head of English

Both poems also present the power of nature through the title. For example, Heaney's "Storm on the Island" gives the reader the impression that it is referring to the power of storms. Furthermore, the title beginning with just "Storm" immediately suggests a lack of identity and that Heaney is writing about the power of storms in general. Owen's "Exposure" also presents the power of nature as it suggests that the narrator is vulnerable to something. Furthermore, it could also imply that they are exposed to the natural elements.

Both poems use tone and atmosphere to build tension in the poem for the reader. For example, Heaney ~~uses~~ uses the tone and atmosphere when it was to have said "we just sit tight." This implies that they are fearful of the unknown and know they cannot prevent it. Furthermore, the adverb "tight" implies that they are waiting to anticipate the danger. Owen also uses tone and atmosphere when it was to have said "What are we doing here?" This implies that the soldiers are feeling regret and ashamed for what they have done. Furthermore, it also suggests that the reader feels sympathy for soldiers as a result.

lovely analysis
links made
between poems

In conclusion, 'Exposure' focuses on how nature is destroying human works 'Storm on the Island' explores how human were fearful of the storm. Heaney outdoes the arrogance of man and its relationship with nature, whilst Owen criticizes why the soldiers had to live in such poor conditions:

Grade 7
links made between poems → Most impressive!

For a grade 8



Next Steps...

4 5

4 You need to refer to the poet's message in more detail.

5 Try to embed context in more detail

7

You need to make more of a comment on structure



Next Steps:

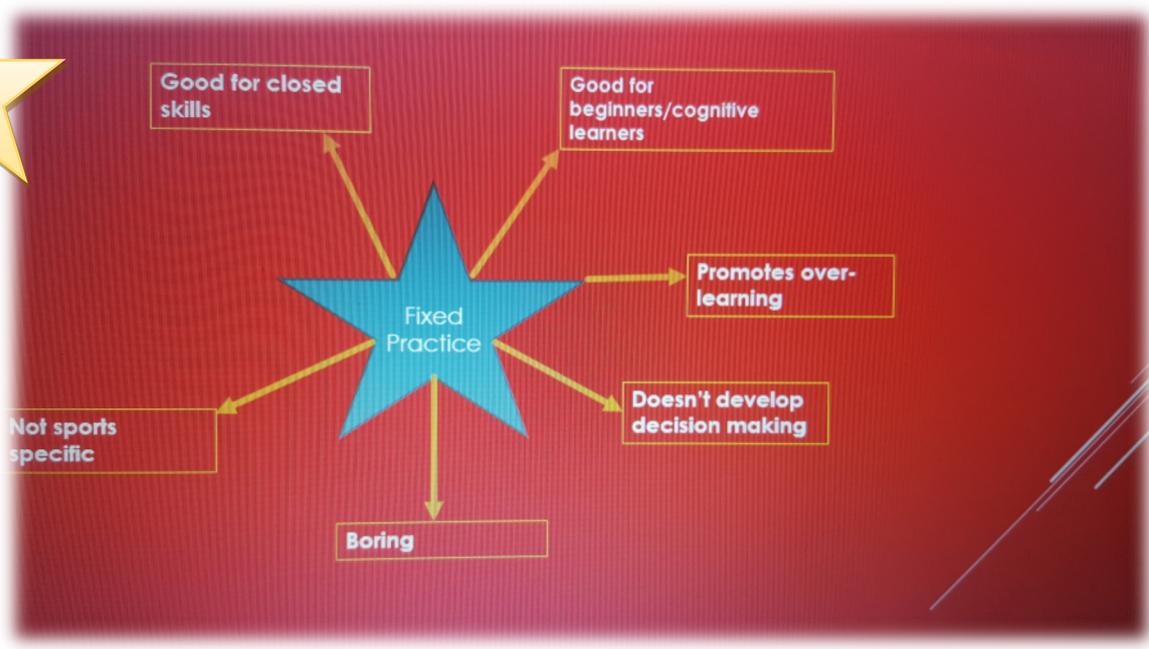
⑤ → Heaney's overall message is that he attacks the arrogance of man through its relationship with nature. The line beginning with just 'Storm' suggests the power of storms in general. Heaney also describes the political disturbances between the Catholics and Protestants in Northern Ireland and Stormont, the Northern Ireland Parliament buildings. However, Owen's overall message is that he criticizes the conditions of the soldiers had to live in. The soldiers are awake at night and are afraid of enemy.

⑦ → Heaney and Owen both use structure to set the pace of the text. For example, Heaney uses enjambment when it was to have said: "This wizened earth has never troubled us." This creates a flowing pace for the poem and emphasizes the narrator's voice. Furthermore, the adjective "wizened" suggests that the Earth is their old friend. Owen also uses Caesura when it was to have said: "Wanted by silence, sentries whisper, curious, whisper." The repetitive use of commas on this ^{line} emphasizes a sense of waiting for the soldiers. Furthermore, it could also give us the impression that nothing is happening.

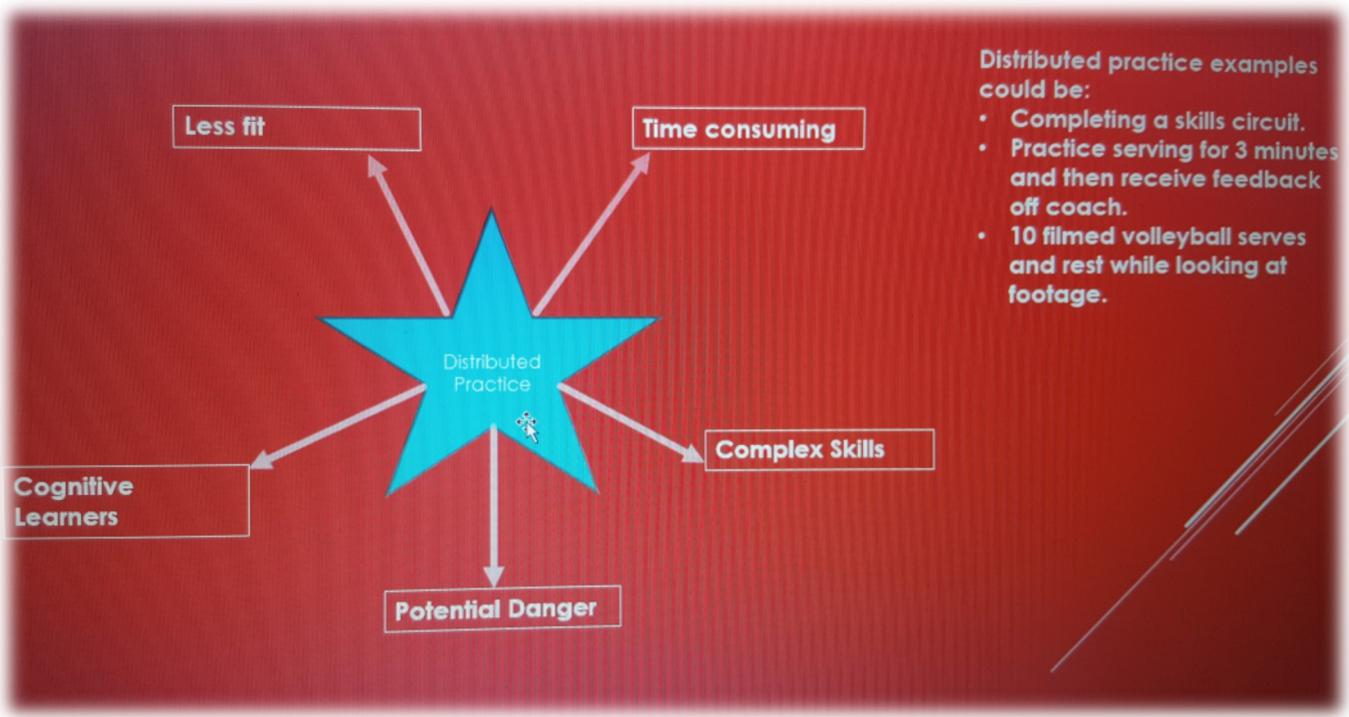
and anticipatory

Lovely -
aw a
very secure
grade! (7)
Machie B!





Jenson Sweeney



This is a piece of fantastic work of independent research work on practice methods completed by **Jenson Sweeney**.

Mr Donnelly
Head of PE



Explain the decisions a coach would make when deciding whether to use massed or distributed practice.

The structure of a practice session is important when considering the most effective way of teaching skills. For massed practice, the skill being taught needs to be repeated over and over again for an extended period of time. For example, a badminton player repeatedly playing a rear court drop shot or overarm serve to reinforce their learning and involves no rest intervals. For distributed practice, the skill to be mastered is to have long amounts of rest between each skill. This rest could involve activities that are not relevant to the activity or could involve a non-physical side to the activity like tactics etc. An example of this is circuit training that can be made sport specific as when you move round you have a significant rest.

Which sports or activities within a sport are practised better using;

Fixed practice?

Fixed practice is better for discrete and closed skills where the environment doesn't affect the skill execution.

Gymnastics – forward rolls/handstands

Discus – spinning and throw the discus

Snooker – the taking of the shot

Darts- standing and throwing the dart

Variable practice?

Variable practice is better for open skills where the environment affects the skill execution.

Football – shooting practice with different sets of drills

Cricket – Practising different shots for different deliveries

Netball – Practising shooting from different angles or distances

Hockey – Passing over varied distances

Great work by **Joe Tranter** of independent research work on practice methods.

Mr Donnelly
Head of PE

<u>Methods of practice</u>	<u>Whole</u>	<u>Part</u>	<u>Whole-Part-Whole</u>	<u>Progressive Part</u>
<u>Definition</u>	A skill being taught without breaking it down into sub-routines.	A complex skill is broken down into distinct parts that are practised separately.	When a skill is practised in one go and then broken down into sub routines before putting them back together.	Parts of a skill are gradually broken down into sub routines then link together in a chain.
<u>Advantages</u>	Good for continuous skills Coordination of different parts of the body is required and important.	Skills that involve an element of risk in early learning. The parts are performed independently	The teacher/coach is able to identify weaknesses or difficulties of the performer. Performer feels a kinaesthetic sense.	The learner can now link stages of learning without the idea of danger. The tasks has parts that interact with one another.
<u>Disadvantages</u>	You can't link critical parts or actions of complex skills which poses safety risks	An error in one part affects the other parts Not good for continuous skills	Isn't suitable for high organisation skills. Potentially dangerous if skill is tried to be broken down.	You can't link critical parts or actions of complex skills which poses safety risks
<u>Sporting Example</u>	Golf swing as to be effective, the action as a whole must be practised as each part of the swing interact with each other.	A tennis serve so that you learn each element at a time. Throwing the ball up, grip of the racquet and then hitting the ball.	Hop of a triple jump Skip/step of a triple jump Jump of a triple jump	Breaststroke swimming stroke with arms and legs having different actions but the timing of the two is key to the activity.

DESIGN & TECHNOLOGY



Nathan Rodgers, Max Withington and Harry Vernon designed and developed this bacon and cheese burger. They made their own burgers using lean minced beef with egg, garlic and plenty of seasoning. The bacon was dry cured smoked streaky bacon and it was topped of with crisp iceberg lettuce and a slice of juicy beefsteak tomato, all served up in a toasted brioche bun. They cunningly made one extra for me in an effort to sway my opinion and it was superb: well done lads. They agreed that it put McDonalds in the shade and that they should really make their own in future.

Mr Dean

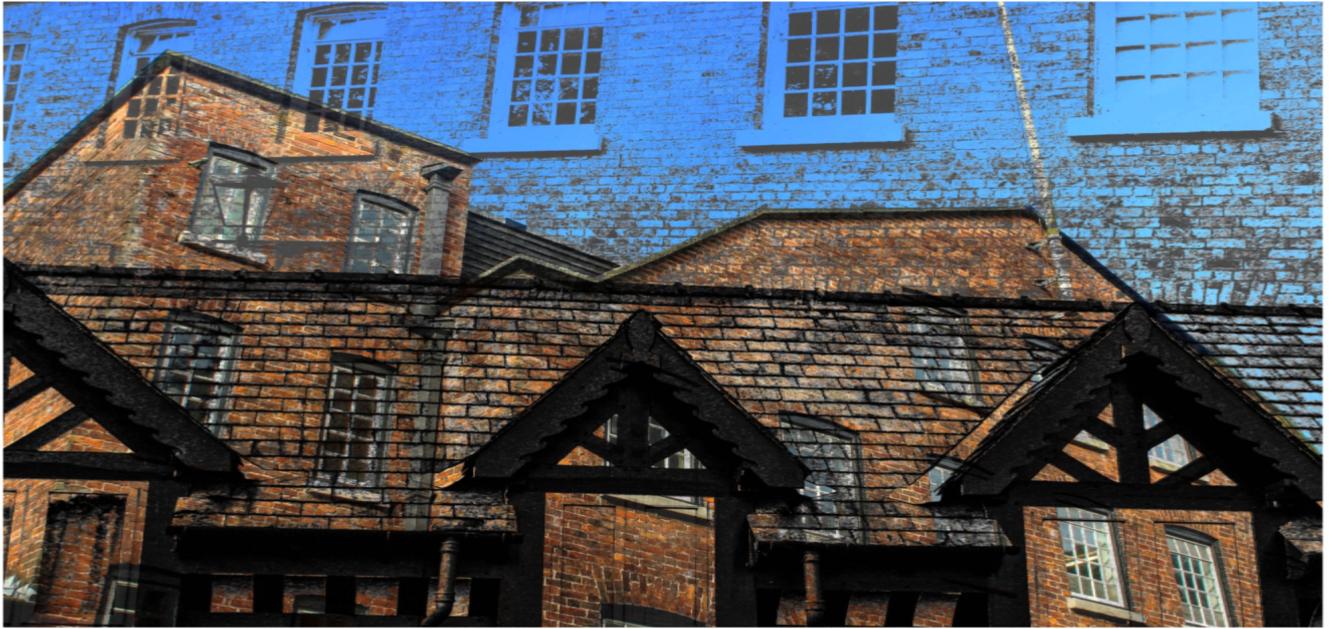


Mr Aston
Head of Design & Technology

Outstanding outcomes from Yr 12 Product Designers'. All students achieved the top band of marks for designing in their AS coursework. The products are desk lamps inspired by architecture and were constructed using a variety of processes including wooden lathe turning and laser cutting. The students who have worked incredibly hard on these products are:

Dan Johnson, Jack Roberts, Adam Turner, James Sharples, Sean Spier, Luke Wagstaff, James Whitmore.

ART/PHOTOGRAPHY



Callum Wong

Inspired by the photography trip to Quarry Bank Mill Christian has used photoshop to beautifully enhance the colours and textures found in his original photographs. He has successfully layered multiple images to create an abstract image of the historic building. Well done Christian!



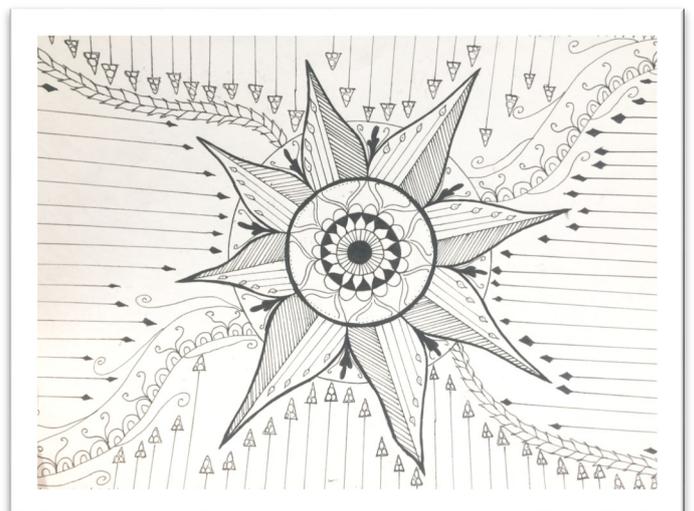
**Mrs Anders
Head of Art**



George Burke

George has used cardboard relief to create his own Steampunk inspired beetle. He has skillfully cut and built up layers of cardboard to create a detailed piece of work and used metallic pens to enhance the suggested mechanical parts of his construction. Well done, George!

**Mrs Anders
Head of Art**



Josh Dover

Josh has created a neat and careful design inspired by Indian Art patterns. He's added intricate details to areas of his work and thought carefully about composition. Well done, Josh!

Miss Pringle





Jack Hughes

This painting by Jack Hughes (11D) was completed in acrylic on board during the 10 hour GCSE Fine Art exam. Jack was inspired by the colours and style of Aboriginal dot paintings but the shapes and patterns seen in the painting come from photos Jack took in and around Manchester.

Mrs Parker



KS3 Art class



A selection of work by some of the students who come to KS3 after school art. These pieces have been done by **Jack Hinchy, Catalin Malos, Safyan Asghar and Michael Brown.**

Finlay Iball

Finlay has developed this wax crayon and water colour painting from a series of observational drawings of leaves that were completed in pencil and pencil crayon. The bright colour with the contrasting blue background was inspired by the work of the American St Georgia O'Keeffe.

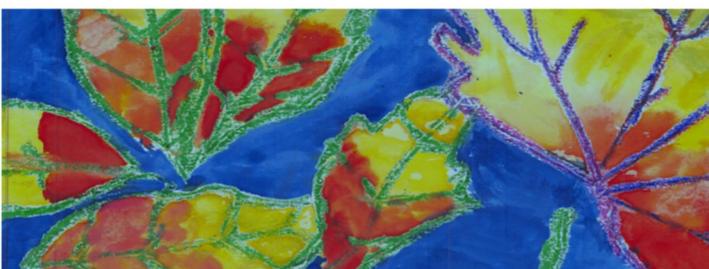
Mrs Parker



Srijon Datta

Srijon has created a very skilful drawing inspired by Abby Diamond's drawing and watercolour pieces of birds and animals. He has used watercolour paints in a really careful way showing a range of varied tones. An excellent piece of work - Well done, Srijon!

Miss Pringle



```

p_1_1 = ["Phone_1", "apple", "white", "small"]
p_1_2 = ["Phone_2", "apple", "white", "wide"]
p_1_3 = ["Phone_3", "apple", "black", "small"]
p_1_4 = ["Phone_4", "apple", "black", "wide"]
p_2_1 = ["Phone_5", "samsung", "white", "small"]
p_2_2 = ["Phone_6", "samsung", "white", "wide"]
p_2_3 = ["Phone_7", "samsung", "black", "small"]
p_2_4 = ["Phone_8", "samsung", "black", "wide"]
p_3_1 = ["Phone_9", "nokia", "white", "small"]
p_3_2 = ["Phone_10", "nokia", "white", "wide"]
p_3_3 = ["Phone_11", "nokia", "black", "small"]
p_3_4 = ["Phone_12", "nokia", "black", "wide"]
p_4_1 = ["Phone_13", "sony", "white", "small"]
p_4_2 = ["Phone_14", "sony", "white", "wide"]
p_4_3 = ["Phone_15", "sony", "black", "small"]
p_4_4 = ["Phone_16", "sony", "black", "wide"]

p_all = [p_1_1, p_1_2, p_1_3, p_1_4,
         p_2_1, p_2_2, p_2_3, p_2_4,
         p_3_1, p_3_2, p_3_3, p_3_4,
         p_4_1, p_4_2, p_4_3, p_4_4]

brand = input("Which brand would you like (Apple/Samsung/Nokia/Sony): ").lower()
while brand not in ("apple", "samsung", "nokia", "sony"):
    print("That isn't a valid input")
    brand = input("Which brand would you like (Apple/Samsung/Nokia/Sony): ").lower()

colour = input("Which colour would you like (White/Black): ").lower()
while colour not in ("white", "black"):
    print("That isn't a valid input")
    colour = input("Which colour would you like (White/Black): ").lower()

size = input("Which size would you like (Wide/Small): ").lower()
while size not in ("wide", "small"):
    print("That isn't a valid input")
    size = input("Which size would you like (Wide/Small): ").lower()

y = None

for x in p_all:
    if brand in x:
        if colour in x:
            if size in x:
                y = x
                print(x[0] + " is for you")

if y == None:
    print("Sorry. We couldn't find a phone for you")

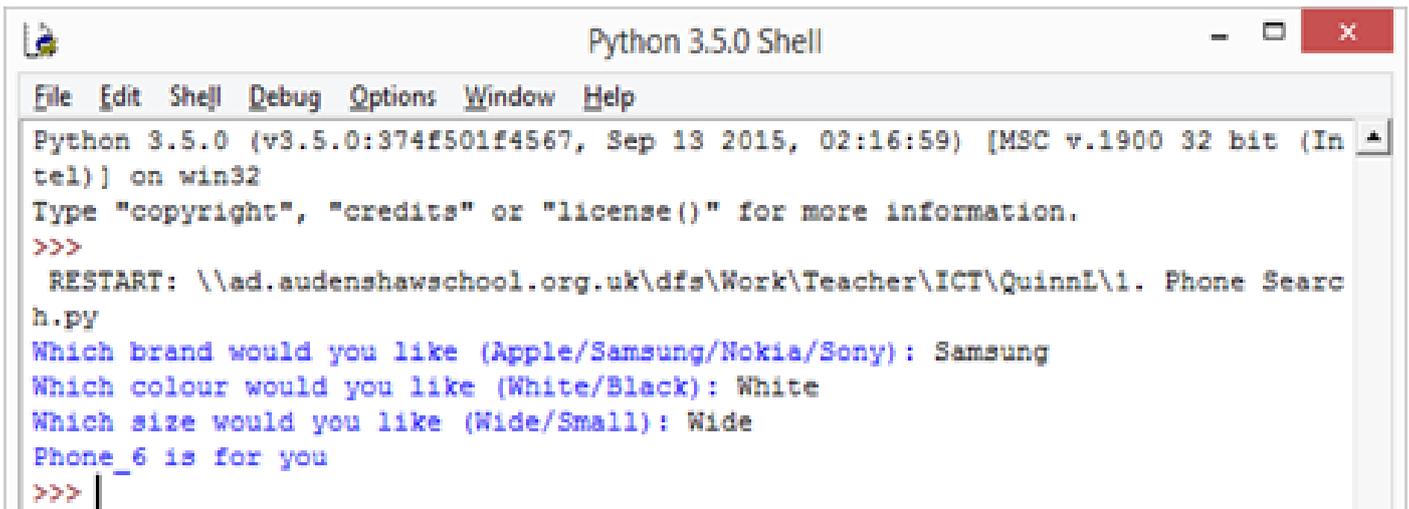
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James Coffey

James has created a program to help someone find their ideal phone. At the top he has created the information about each phone that is on selection. Here, he has attached the attributes about them, which the person using the program will enter information to try and match. He then asks the person to enter information in response to questions such as which brand/colour and size they would want to have. The code for the last 10 or so lines is where the creative and technical ability is on show. James at this point is looking through the list that he has created to see if the phone attributes inputted are in the list. If they are it will print their phone and if not it will say "Sorry. We couldn't find a phone for you". The screenshot to the right will show you how it works. If you see it says "Phone_6 is for you". If you look at what phone 6 is (on the left), you will see how it matches up.

Mr Quinn





```

Python 3.5.0 Shell
File Edit Shell Debug Options Window Help
Python 3.5.0 (v3.5.0:374f501f4567, Sep 13 2015, 02:16:59) [MSC v.1900 32 bit (Intel)] on win32
Type "copyright", "credits" or "license()" for more information.
>>>
RESTART: \\ad.audenshawschool.org.uk\dfs\Work\Teacher\ICT\QuinnL\1. Phone Search
h.py
Which brand would you like (Apple/Samsung/Nokia/Sony): Samsung
Which colour would you like (White/Black): White
Which size would you like (Wide/Small): Wide
Phone_6 is for you
>>> |

```

Micro: bit Game – Sam Shakeshaft Year 8

Sam Shakeshaft in Year 8 has managed to create a game on his own, showing outstanding ability. Here, Sam has gone away to use his coding skills from class and especially at home, to develop a University standard game on the BBC microbit, a device that all year 7 and 8 students have had the opportunity to use in the last few weeks.

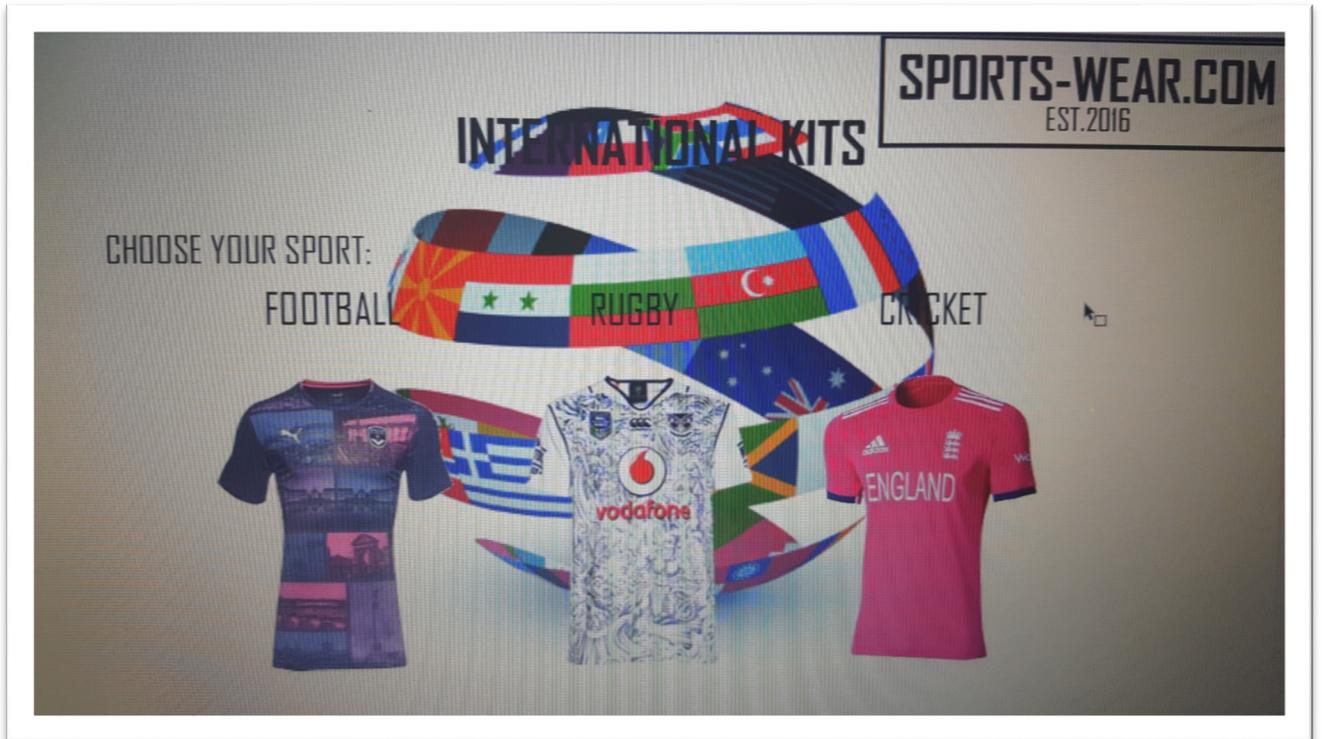
You can't see Sam's code because it's that long, and unless you are a programming wiz it may be hard to follow. However, if you want to play the game, and see the code it will be on Moodle in the Term 6 section for Year 7 and 8 called 'Sam's Game'. All you need to do is download like in lesson, get a Microbit and go and have some fun with it!!!

Below is a description of Sam's game from Sam himself, as he will be better to explain the technicalities of it.

- * You control a bright dot on the screen! Press the left button to move left, and the right to the right. If you bump into an even brighter dot, this is a monster!
- * When you bump into a monster, battle will commence; indicated by an exclamation mark!
- * During battle, the screen displays a dim room, with you on the left and the monster on the right.
- * Pressing the left button during battle displays your HP out of your maximum HP. Pressing the right button deals damage to the monster, and it deals damage to you...
- * If the monster's health drops below 0, you win!
- * After a battle, walls blocking your way before will have disappeared, allowing you to move further.
- * Be careful; there is a monster around every corner!

Mr Quinn





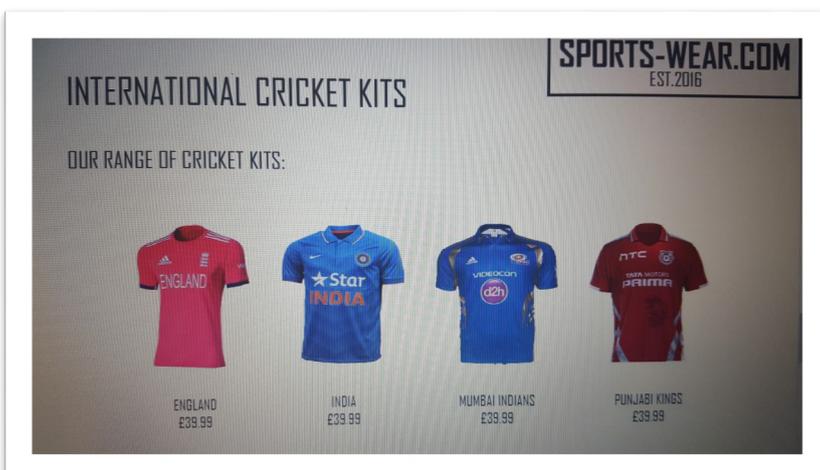
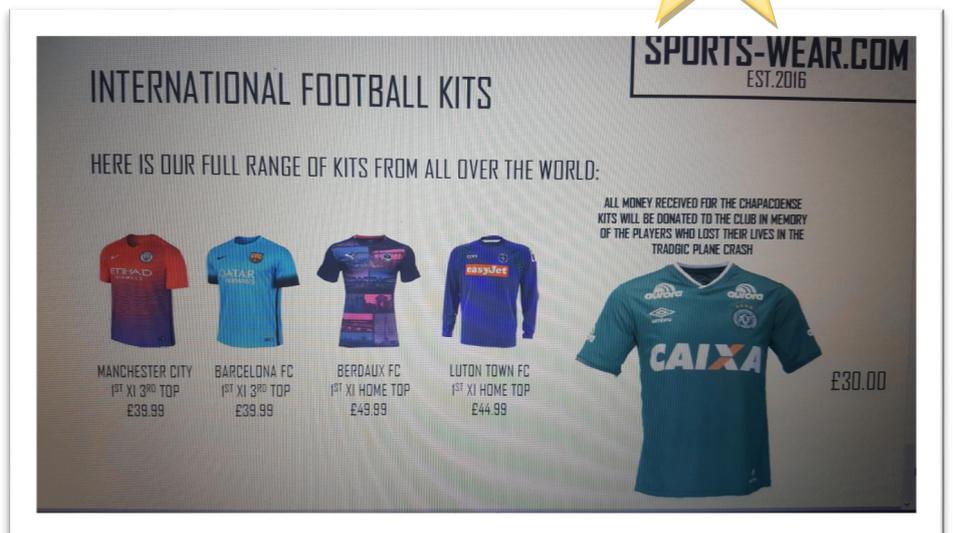
Luke Gilmore

Outstanding piece of work due to :

- Meeting criteria
- Good use of layout techniques
- Good use formatting techniques
- Good use of relevant images

Good use of relevant text

Miss Birds





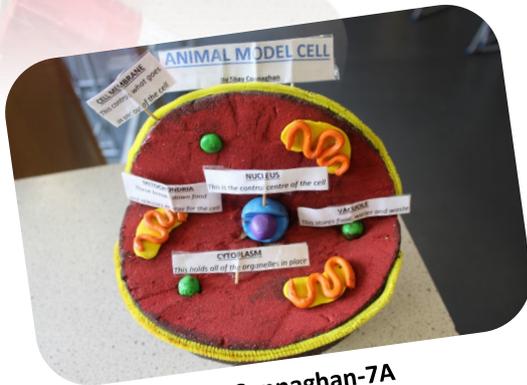
Thamzid Karim-8W



Ahmed Shamir-7D



Thomas Milner-8D



Shay Connaghan-7A



Harrison Baker-7A

Outstanding models of the Earth displaying all the sections that make up our planet created by our Year 8s.



Bradley Marsden-8N

Amazing cell models created by our Year 7s including animal cells, plant cells and nerve cells.



Ben Sinclair-8D



Jacob Hadfield-8W

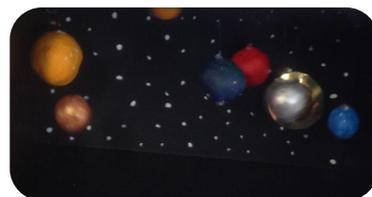
Science



Kammal Faraz-7N & Ibraaheem Al Karim-7Y



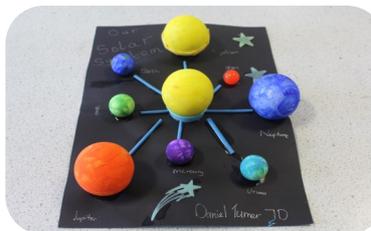
Jayden Craven-7Y



James Burns-7N



Max Owen-7Y



Daniel Turner-7D



Raul Bujoreanu-7W



Jake Bradley-7S



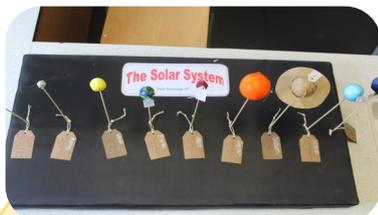
Ethan Holly-7S



William Jordan-7W



Shayaan Chaudhry-7W



Jack Stannage-7Y



Jack Greenhalgh-7N



Amazing work on the Solar System produced by our Year 7s, the boys have gone out of their way to produce models during the half term. This really is an outstanding effort on their part. Well done ! Science Department

Step 6

Bonjour! C'est moi, Sam, je suis ici te discuter sur moi et ^{ce} que je fais en ^{beaucoup} ligne! Je J'aime savoir ~~beaucoup~~* de choses sur internet, mais surtout je regarde les clips & video, (normalement sur Youtube). Par exemple, hier j'ai passé ~~pendant~~ quatre heures sur Youtube. J'ai aimé ~~+~~ ~~pour~~ ~~alors~~ j'ai ~~peut~~ ~~être~~ ~~regarde~~ ~~mon~~ ~~déjeuner~~. Myam, myam. Ma famille et moi allons ~~au~~ au cinéma, plus tard cette semaine. Nous avons regardé un film de science-fiction, je pense que j'aime ça un peu, mais ~~ma~~ ~~je~~ ~~préfère~~ je voudrais regarder un film d'action ou arts martiaux.* On de mes films ~~préfère~~ est "The karate kid", un film d'action. Quand se pense sur ça, hier soir se suis allé ~~passer~~ ~~avec~~ ~~ma~~ ~~mère~~. Nous avons ~~des~~ ~~temps~~ ~~chouette~~! C'était ~~en~~ après les dîners, et nous avons joué ~~jeux~~ comme Monopoly et Ludo. Ça me ~~est~~ ~~très~~ ~~content~~. Ça a me fait ~~contentement~~ assez ~~heure~~ content. ~~tu~~ es très. Merci beaucoup pour lire ~~libre~~ ~~sur~~ ~~moi~~ ~~à~~ ~~salut~~!

Ⓜ Pourtant, un des choses se n'aime jamais saine est écouter à la radio! Par contre, j'adore regarder choses ~~peut~~ ~~être~~ ~~que~~

Ⓜ Non I think about it

Ⓜ He had?

ce que je fais = "that which" I do
 -this week = ce semaine

Next Steps...

Choose two next steps for yourself from the previous page.

- ① Use a variety of negatives as well as combining them with ^{negative} ^{with} ^{structure} ^{tense} and ^{conditional} ^{tense} *
 - ② Improve accuracy in terms of grammar / sentence structure / vocabulary
- * E.g., Nous n'aurions jamais raté 'Doctor who' si ma ~~soeur~~ ^{soeur} était là quand la discussion a commencé.
- s.o.u

Charlie Preston and Sam Shakeshaft

The students have done some wonderful writing in their French assessments. Their levels are now beyond their targets and beyond the scope of the usual KS3 framework so they have chosen their own Next Steps from the GCSE exam requirements - not bad for students in Year 8!

WRITING ASSESSMENT Studio 2.1 Write a paragraph about your use of media for entertainment

- 3 rd Step-	-4 th Step-	-5 th Step-
Say how often you go on the Internet	Describe what you do on the Internet	Include information in the past or future. Eg what you have done or will do on the Internet
Name three things that you watch on tv	Say what your favourite TV programme is and why	Explain why you don't watch certain TV programmes
Say whether you go to the cinema or not and why	Give reasons why you like /dislike certain films	Compare different types of films using comparatives
Say what you think about reading	Give details about your favourite book and why you like it so much	Say what other members of your family do for entertainment.
SOME ACCURACY	MAINLY ACCURATE	ALMOST ALL ACCURATE

Bonjour, Je m'appelle Charlie et j'adore j'adore l'internet souvent, je fais des quiz parce qui il ont intéressant. Hier soir, j'aurais surfer sur l'internet, mais j'ai discuté. Mon frère, il fait des achats de temps en temps. Moi je regarde des films d'aventure, les émissions de sport et la météo. Mon émission préférée est les émissions de sport. C'est génial, mais ma mère déteste les émissions de sport. Je ne regarde pas les ~~comédies~~, parce que il ont borborents le soir, je vais regarder les films d'horreur avec ma famille. Nous aurons regardé les ~~émissions les en~~ films d'aventure, mais je n'aime pas ~~ça~~, c'est ennuyeux. Je ne vais ~~pas~~ au cinéma, ^{mais} c'est trop choute. Je vais au cinéma avec ma copine quelquefois, nous adorons ça. Je lis tous les jours, ~~je suis~~ passionné. Ma mère pense que c'est ennuyeux. Mon frère, il aurait lu, mais il pense que

Semaine et mon père, il tchatte sur MSN souvent. Quand il fait chaud, ma mère, normalement elle va au cinéma. Je regarde les ~~émissions~~ ^{émission} sur mon portable.

que + ils = qu'ils

qu'ils

we love = nous adorons

Step 6  Amazing.

 Next Steps...

Look at step 7 chart and choose two next steps

1 Use other negatives. e.g pas, jamais, rien, plus,

2 subordinating conjunctions.

Good choice!



It's that time of year again, year 8 wow the RE department with their effort and understanding of 'Places of Worship'.

Year 8 are challenged with building a multi faith centre, suitable for collective worship from all faiths. Over May half term these boys worked incredibly hard designing and creating these shoe box centres, then begin the final half term by writing an essay about the challenges and successes of multi faith worship. This year the boys showcased some of the best designs and critical understanding we've ever had.

Credit to the boys pictured - **Nathan Bell, Umair Akbar, Ethan Dutu, Colin Simpkin, Bradley Marsden, Ryan McCormick, Danyaal Ahmed, Jack Broughton**

Miss Vose

MUSIC

The screenshot shows the Sibelius software interface for the piece 'Still I Rise' by Matthew Bailey. The score is displayed in a multi-staff format, showing various instruments and dynamic markings. The interface includes a menu bar at the top, a toolbar with various editing tools, and a timeline at the bottom. The score is divided into three sections, with the first section starting at measure 1 and the second section starting at measure 14. The score includes dynamic markings such as 'pp', 'f', and 'pp'.

YOU MAY WRITE ME
DOWN IN HISTORY
WITH YOUR BITTER, TWISTED LIES
YOU MAY TREAD ME IN THE VERY DIRT
BUT STILL I'LL RISE
LIKE DUST
DOES MY SASSINESS UPSET YOU?
WHY ARE YOU BESET WITH GLOOM?
CARE I WALK LIKE I'VE GOT AN AILE, WELLS, PERFORMING IN MY LYING SHAME
JUST LIKE MUSH AND LIKE BEING WITH THE CERTAINTY OF THEM
JUST LIKE HOPES SPRINGING HIGH
STILL I'LL RISE
DID YOU WANT TO SEE ME BROKEN?
BOWED HEAD AND LOWERED EYES?
WHEN I WALK I WALK WITH MY HEAD HIGH, WHEN I WALK I WALK WITH MY HEAD HIGH
DOES MY HAUGHTINESS OFFEND YOU?
DON'T YOU TAKE IT AWFUL HARD
CARE I WALK LIKE I'VE GOT AN AILE, WELLS, PERFORMING IN MY LYING SHAME
JUST LIKE MUSH AND LIKE BEING WITH THE CERTAINTY OF THEM
YOU MAY KILL ME WITH YOUR HATEFULNESS BUT STILL
BUT STILL I'LL RISE
LIKE AIR
DOES MY SEXINESS UPSET YOU?
WHEN I WALK I WALK WITH MY HEAD HIGH, WHEN I WALK I WALK WITH MY HEAD HIGH
AT THE MEETING OF MY THIGHS?
LET UP THE REVOLVER
KIDNEY'S NGLINE I RISE I RISE I RISE I RISE
I'M A BLACK OCEAN, LEAPING AND WIDE
WELLING AND SWELLING I BEAR IN THE TIDE
GLORIOUS MARCHING SOUNDS I RISE I RISE I RISE I RISE
OF TROUBLE AND FEAR I RISE I RISE I RISE I RISE
BRINGING THE GIFTS
THAT MY ANCESTORS GAVE
I AM THE DREAM AND
THE HOPE OF THE SLAVE
I RISE I RISE I RISE

Matthew Bailey

Matthew has produced an outstanding composition recently. It was based on the poem *Still I Rise*. He has created musical ideas and phrases after interpreting the tonality and word placement. Obvious links are evident through the key signature and carefully crafted melodic lines. His ideas are further developed through the addition of counter-melodic passages as a collection of imperfect cadences add intensity and symbolism of strength and drive before the piece is drawn to final conclusion with resolution through a methodically constructed perfect cadence.

Mr Taylor Head of Music



HISTORY

Outstanding work from our History Students on Gladiators and Aztecs!

Miss Belini

DESIGN A GLADIATOR

Design a Gladiator to fight in the Colosseum. Draw and write about what he is wearing, create a shield design and a motto for him (if you have time you can translate it into Latin!)

Motto: **English:**
No matter what the challenge we will be their to win.
Latin:
utrumque enim provocationem esse erimus.



Armour and weapons:
Shield + sword + Spear

Training and skills needed:
There were over 100 gladiators schools where men were trained. They had to swear to give their lives to the gods of the underworld.

Best for fighting? one of the best gladiators was Mirmillo. They fought with a sword and carried a shield. Spartacus was the greatest gladiator ever.
Best to avoid? It was best to avoid gladiators who were a noseybeak and fought to the death.

Jack Nicholson 7Y

Joel Lockwood 7Y

DESIGN A GLADIATOR

Design a Gladiator to fight in the Colosseum. Draw and write about what he is wearing, create a shield design and a motto for him (if you have time you can translate it into Latin!)

Motto:
Mess with the best,
die like the rest.
Tatum optima alios mori.



Armour and weapons:
He has a small dagger, a spear and a horse. He is an equator. He is heavily armored.

Training and skills needed:
He must be agile strong and have pin point accuracy. He must know how to throw a spear.

Best for fighting?
If you fight this man you are guaranteed to lose.
Best to avoid?
You will need to stab him or you die.

Joel Lockwood 7Y

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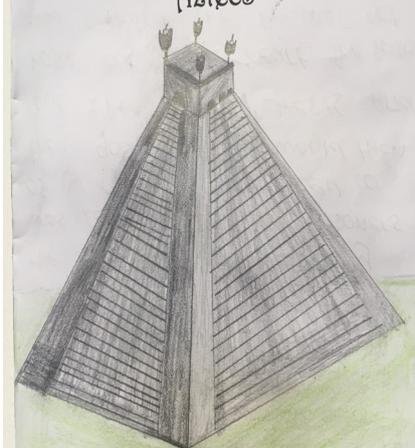
- The dates of the plague? _____
- What this tore is about? _____
- Suffering Scots _____
- Plague dogs _____
- Crazy Cures _____
- End of time travel tore _____
- Posters _____





William Jordan 7W

An Explorer's Guide to the Aztecs



Name: Ben Houghton-Tarmey
Class: 7W

Ben Houghton—Tarmey 7W

An Explorer's Guide to the Aztecs

Precious Goods

At the market many things were new to sixteenth century Europeans: tomatoes, squashes, chilli, peppers, sweet potatoes, avocados, peanuts, popcorn, chewing gum, cacao, tobacco and turkeys. All of these were eagerly taken back to Europe. The Spanish were amazed by the quantity of gold that they saw on display, and were greedy for more. However, gold was not particularly precious to the Aztecs.



Tenochtitlan

This is the capital of the Aztecs. It was built on a lake, with a series of causeways to reach the mainland. There were also bridges connecting the city to land (but they could be pulled away at anytime to defend the island). The city was divided into 4 zones, and each had it's own market, houses and facilities. The Aztecs were not allowed to build anything without planning permission. Montezuma's palaces were luxurious with each room having it's own bathroom, a job where animals and people were kept an aviary, fountains and gardens. Servants attended the emperor when ever needed.



Home and Family Life

The husband was primarily responsible for supporting the family and the wife's role was to provide the family with clothing and food. Most Aztec households included the husband and wife and their unmarried children. In addition many of the households relatives lived within the home. Education was important to the Aztecs. Fathers were responsible for education the boys in the family until they reached the age of 10. After 10 they went to school to educate.



Religion was extremely important to Aztec life. They worshipped hundreds of gods and goddesses, each of which ruled one or more human activities or aspects of nature. on top of the pyramids was where the most important ceremony was carried out. Prisoners of war, men, women and children were sacrificed to god. Cortes calculated that 20,000 sacrificed had taken place that year. This religion was nothing like the christianity that Cortes and his men knew.

Religion



Finley Iball 7L

Chevaz Dongol 7L

An Explorer's Guide to the Aztecs

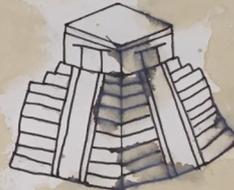
Precious Goods

At the market many things were new to sixteenth century Europeans: tomatoes, squashes, chilli, chocolate and many more. As well as these goods there were more exotic items, sent as tributes. These included shells, precious stones, jaguar skins, hummingbird feathers and lots of gold objects. The Spanish were amazed by the quantity of gold that they saw. Gold was not precious to Aztecs. Feathers and turquoise were more highly prized.



Tenochtitlan

Tenochtitlan was the capital city of the Aztecs. It was built on a lake and there were bridges connecting the city to land. At the centre of the city were vast temple for sacrifices and ceremonies. The city had 4 zones. Each had it's own market place, houses and facilities. Everyone had to pay taxes. If you didn't pay, you had to clean the streets. The Aztecs were not allowed to build anything unless they had planning permission, and any building had to follow the order and symmetry of the city.



Home and Family Life

The husband was primarily responsible for supporting the family and the wife's role was to provide the family with clothing and food. As such, the Aztec daily life for many of the men was to farm or engage in craftwork. The female Aztec life, on the other hand, mainly consisted of weaving and cooking. Most Aztec households included the husband and wife and their unmarried children. The Aztecs always did work, even the children helped. The farmers educated the boys until they were 10. After this, they educated in a school connected to a temple. Girls stayed at home and learned household skills. There were harsh punishments if someone broke the law.

Religion

In Aztec life, religion was extremely important; they worshipped hundreds of gods and goddesses each who ruled a certain human activity or aspect of nature. The most powerful of them was the sun and war god. Human sacrifice was an extremely important ceremony was held on top of the temples. The prisoners were sacrificed to the gods. He or she would be held on the altar and their chest would be cut open. Their heart would then be ripped out by the priest and he would raise it to the sun. The skull was then removed and placed on the skull rack and the body was thrown down the temple stairs. The soldier who captured the body would then eat the body.

Aztecs!

Chevaz Dongol 7L

1) Using chain rule:

$$Y = (2x - 1)^3$$

$$Y = U^3$$

$$U = 2x - 1$$

$$\frac{dy}{du} = 3U^2$$

$$\frac{du}{dx} = 2$$

$$\frac{dy}{dx} = 6(2x - 1)^2 \checkmark$$

Caid Coburn

2:ii) Using binomial theorem:

$$Y = (2x - 1)^3$$

Triangle coefficients: 1, 3, 3, 1

$$1 \times 2x^0 \times -1^3 + 3(2x^1)(-1^2) + 3(2x^2)(-1) + 1 \times (2x)^3$$

$$-1 + 6x + -6 \cdot 12x^2 + 8x^3$$

$$Y = 8x^3 - 12x^2 + 6x - 1 \checkmark$$

$$\frac{dy}{dx} = 24x^2 - 24x + 6 \checkmark \checkmark$$

Excellent C3 (A2) homework completed in AS. Layout and maths rotation is precise.

2:iii) Show answers are algebraically equivalent:

$$6(2x - 1)^2 = 24x^2 - 24x + 6$$

$$6(2x - 1)(2x - 1) = 24x^2 - 24x + 6$$

$$24x^2 - 24x + 6 = 24x^2 - 24x + 6 \checkmark \checkmark$$

Mr Whitehead



3:ii) $Y = (2x + 1)^4$

$$Y = U^4$$

$$U = 2x + 1$$

$$\frac{dy}{du} = 4U^3$$

$$\frac{du}{dx} = 2$$

$$\frac{dy}{dx} = 8(2x + 1)^3 \checkmark \checkmark$$

3:iii) $Y = (x^3 - 5)^5$

$$Y = U^5$$

$$U = x^3 - 5$$

$$\frac{dy}{du} = 5U^4$$

$$\frac{du}{dx} = 3x^2$$

$$\frac{dy}{dx} = 15x^2(x^3 - 5)^4 \checkmark \checkmark$$

4) The equation of a curve is given $Y = (2x + 1)^4$

$$Y = U^4$$

$$U = 2x + 1$$

$$\frac{dy}{du} = 4U^3$$

$$\frac{du}{dx} = 2$$

$$\frac{dy}{dx} = 8(2x + 1)^3 \checkmark$$

sub in ~~0~~ $8(1)^3$

$$M = \del{8} 8 \checkmark$$

$$Y - 1 = 8(x - 0)$$

$$8x - Y + 1 = 0$$

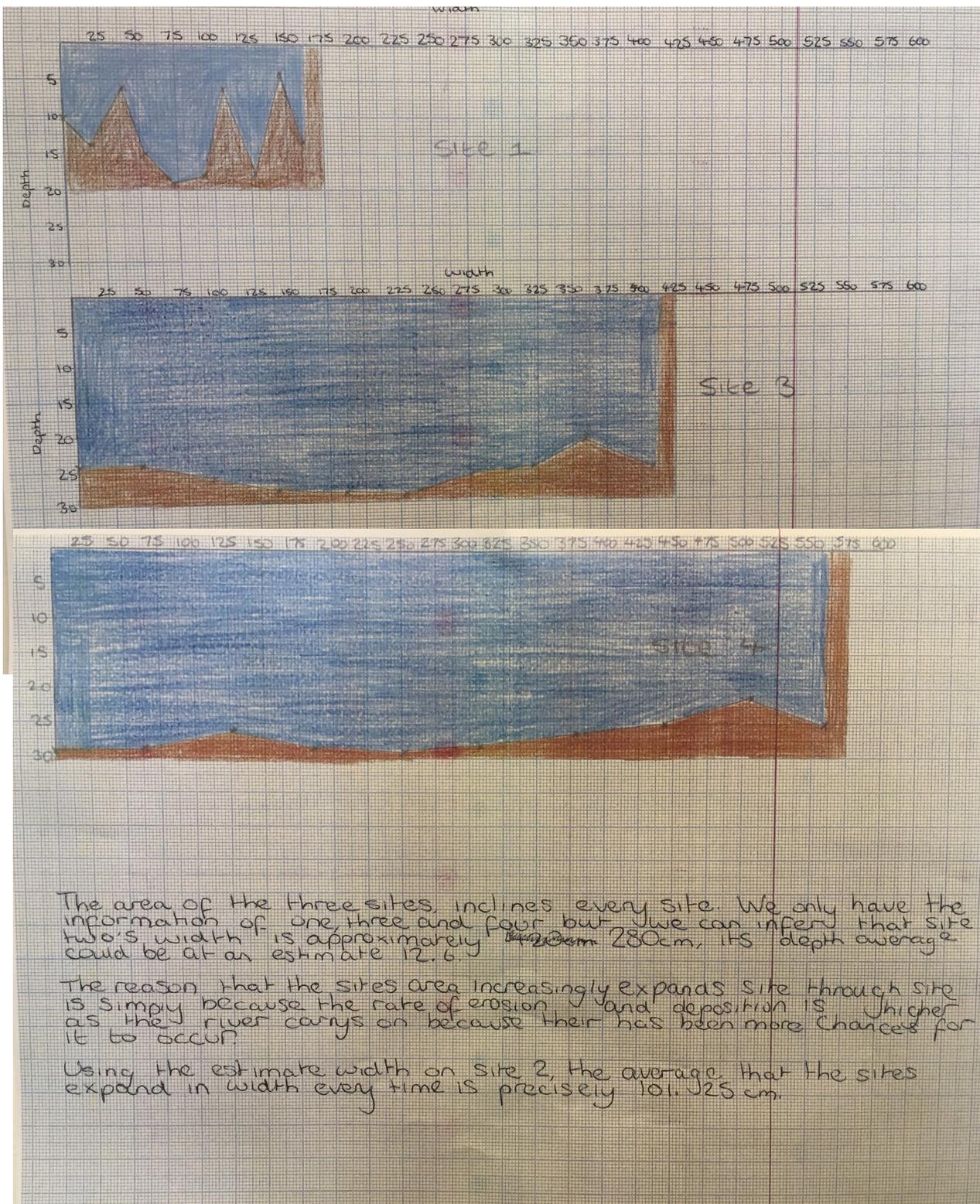
diff. sub. m.

ii) $\frac{dy}{dx} = 0 \therefore 8(2x + 1)^3 = 0$

$\frac{29}{30}$ V. Cool Caid $x = -\frac{1}{2}$
 $(-\frac{1}{2}, 0)$

Sub in for final mark E

GEOGRAPHY

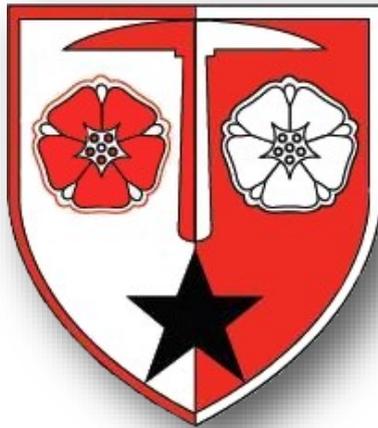


Oliver Stead

Oliver has created three cross sectional area diagrams to show the changes in the width and depth of the River Eea, these were created from primary data and require great attention to detail as well as the ability to use a scale that allows all three sites to be comparable. Oliver has then gone on to describe the changes shown in the diagrams using figures and calculations.

An excellent piece of work that demonstrates Oliver's ability to work independently on a complex data presentation technique.

Miss Pickup - Head of Geography



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