



OUTSTANDING WORK

AUDENSHAW SCHOOL NEWSLETTER

June 2018

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

Sam Rowland Yr10



Sam has been inspired by the work of photographer Brno Del Zou and created an impressive portrait piece of work.

He has combined multiple photographs of close up sections of the face from different viewpoints, thinking very carefully about the arrangement. He has extended his Photoshop skills through his successful use of selected colour.

Well done, Sam!

Mrs Anders
Curriculum Leader Art & Photography

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 our students may enjoy.

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



off in the face of the narrow wing

Fear.

No warning. No time to think. Overloaded with the ecstasy of panic: self doubt quickly ripped recklessly through the coordinated centre of the road. Trees screeched and squealed; they burned in the heat of unpreparation. The frail, fragile branches were overpowered and wrestled to the floor just by the name of mock exams. Roots once planted deep into the soil of confidence were quickly torn out; laid dead for everyone's humiliation. Humiliation from the ordered rows of U grades which chaotically spread havoc across the already poisoned lands. (Excellent)

Exam month. // (Impacts cars, roads, railways, buildings) all were to be assailed and pounded deeper into stress. Stress which ruled sardonically over the barren lands laughing at even the drop of hope which quickly evaporated. A clear division in the ground was visible: one side was success with the usual monstrous, never ending gap of hard work. Malevolent wind gripped and grabbed any sign of movement which even attempted to cross: deceived with procrastination.

Sarthak Sinha Yr11

Sarthak has written a very effective description, using a wide range of vocabulary and sentence structures for effect. In particular, his use of metaphor was sophisticated and aptly chosen. Well done, Sarthak.

Miss Lofthouse
Teacher of English

ENGLISH

Gideon Holt Yr11

Wednesdays hurt. Not in the impactful, burning way that a punch, a flame can supply but the infinitely worse dull ache, from head to toe. It's not quite weak enough to be overlooked; it simply doesn't have the strength to let you know you're alive.

The mind, alert in moments of indistinguishable monotony, fluttered about the tasks before it: a diminutive bird, lost in the ranks of predators. None sought to ever eat the bird- little nourishment would come from such a minute creature rather all would pass on to greater things, only to ever cast their thoughts back to their weak, cold, hurt acquaintance in times of pride.



He couldn't blame them; he'd seen it pass before.



In his youth, he thought, a creeping smirk finding place with the cognition of the past, he had imagined himself to be a great predator, too. Pride had flourished within every patterned heartbeat, as that little bird tarried with eagles. A mentality was all it took; he would grow into the majestic beast he was destined to be.

Nevertheless, a robin is a robin, and, while eagles soared, that small robin found itself building a nest.

For years, he has watched new ambition enter, grow to fruition- in greener pastures. In spite of himself, he yearned to follow, to not remain in the same bleak job, that for so many had been a stepping stone to grandeur, wealth and happiness.

Nowadays, however, he sat, reclined, resigned to inevitable failure, wishing for the release of true agony.

An outstanding creative piece of work from Gideon.

Miss Warner
Assistant Headteacher

DESIGN & TECHNOLOGY



Kyle Barker Yr11



Sam Jackson Yr11



Anas Khan Yr11



Sunil Mistry Yr11



Ryan Thomas Yr11



Taylor Starr Yr11



Kieran Walsh Yr11



Farron O'Hare Yr11

GCSE Product Design students showing some fantastic final outcomes. The Product Designers' have completed their coursework early to concentrate on revision for the written exam. These students in particular are looking to get amazing results.

Mr Aston
Curriculum Leader Design & Technology

DESIGN & TECHNOLOGY

This is a phone holder with additional functions. Shiv Patel in Yr8 has taken the project a step further than most with his design which includes watch, pen and tablet holder.

Mr Aston
Curriculum Leader Design & Technology



Shiv Patel Yr8



Arthur Tetlow Yr9

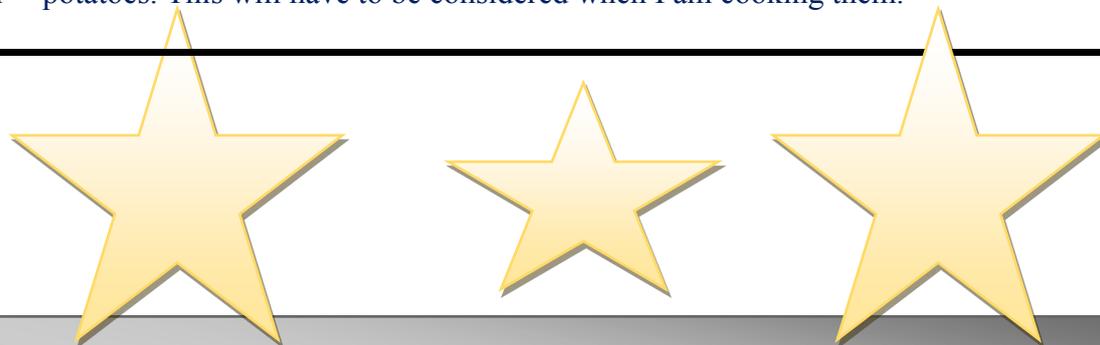


How you can prevent cross contamination?

In my dish I am using a blend of both meat and vegetables. In order to prevent pathogens and bacteria from forming before the process of cooking the chicken. I am going to put it into the fridge or in the freezer. By doing this, it will pause and slow down the production of it and make them go into a sleep mode. In addition I don't want to get any blood or bacteria on vegetables and the same the other way round. In order to prevent any of the external bacteria to get across to both of the foods, I use separate chopping boards. I use a plastic one for meat. I do this because all the bacteria can be hygienically killed off and completely cleaned. A wooden chopping board is slightly porous and can allow some of the bacteria to be left present. After I have used the knife for the chicken, I cleaned it thoroughly and disinfected it using soap. The vegetables can have living things inside them, before I cut anything that didn't look okay. My fridge is at an optional temperature of 3 degrees; the freezer is at -20 degrees.

What pathogens you will need to consider?

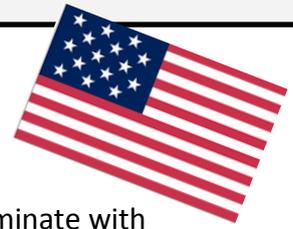
Listeria monocytogenes is a common bacteria that can be found on chicken and can be lethal to a pregnant woman and the growth of her child. Things that are very similar to the things we see in salmonella. Some bacteria connected with chicken are Salmonella Enteritidis, Staphylococcus aureus, Campylobacter and Listeria monocytogenes. They multiply rapidly at certain temperatures that aren't hot enough to kill them off. There are many insects that are small enough to work their way into the packets and the contents of them. They aren't detected when going through inspection and may be formed through eggs in the packet. You should always wash your fruit and veg before you cook or eat it. Although it is most commonly found on eggs, salmonella can be found on tomatoes. You can tell if the chicken has gone bad because it will smell very bad. Campylobacter causes diarrhoea and comes from potatoes. This will have to be considered when I am cooking them.



This is an example of outstanding homework that was produced by a year 9 student. The topic was relating to nutritional qualities, focusing on the physical and the biological bacteria that can occur within food production. Although this was not an easy topic to understand this student has done incredibly well by displaying detailed notes on each area.

Mr Aston
Curriculum Leader Design & Technology

American Style Breaded Chicken and Chips



How to prevent cross contamination

Before making my dish I will have to watch out for food that could cross-contaminate with the raw chicken. Therefore I would have to store the raw chicken in a sealed container on the bottom shelf of the fridge so that it cannot drip into any other foods and contaminating them which means that nobody else's food would be poisoned. Also to prevent food poisoning I would need to cook my chicken at 75 degrees Celsius or more as this is the temperature where bacteria dies which can prevent a pathogen called salmonella.

What pathogens can be caught if the dish is not cooked properly?

Salmonella is caught when chicken or poultry is undercooked and therefore is raw. If a person is to eat raw chicken/poultry it can make them very sick and if too much is eaten it could possibly lead to death, however this only happens in very rare circumstances. You are able to tell if chicken is raw as it would have red inside it when you cut it. I would also have to make sure that the egg is not out of date as it is also a food that could give somebody salmonella. If it is not cooked properly it could easily cause salmonella therefore I would have to cook it at 75 degrees Celsius as well as the chicken.

How to prevent different types of bacteria

To help prevent physical bacteria I will check for patches of green on the potatoes as this is the sign that the potatoes are producing solanine which is toxic to humans if it is consumed in large quantities.

To avoid biological bacteria somebody with long hair would have to wear a hair net to make sure that no hair falls onto the food however this will not applicable for me when I make my dish. As well as this I would also have to cook my food very well at 75 degrees Celsius otherwise there is a chance that pests could form. This would probably cause problems to the food which could lead to the food being toxic. Also I will have to be careful if I am going to cough or sneeze because if I sneeze over the food the germs would spread on to the food which means that it would not be safe to eat.

Finally to prevent chemical bacteria I will make sure that my cooking space is clean which could also prevent cross contamination and I would also make sure that I do not cook near any chemicals such as bleach or washing up liquid as this would make my food poisonous. I would have to wash my hands well after cooking as this could cause the food to become contaminated with the raw chicken as it is still on my hands.

By Lewis Barclay 9D

This is another example of a year 9 student demonstrating outstanding detail in his homework. The homework set was to investigate the nutritional qualities and the physical and biological bacteria in this food production. Overall the quality of this homework was exceptional.

Mr Aston
Curriculum Leader Design & Technology



DESIGN & TECHNOLOGY



Macauley Edwards Yr11
PIC•COLLAGE



The final collage picture shows Macauley Edward's brilliant effort to produce an array of dazzling dishes during a Saturday extra session.

Mr Aston
Curriculum Leader Design & Technology



ART/PHOTOGRAPHY



Finley O'Neil Yr7

Finley has produced a brilliant homework and put a lot of effort into it. He has used colour and pattern well, thinking carefully about composition. He has linked his work well to the style of the artist we're looking at in lesson! Well done, Finley!

Mrs K McFadden
Teacher of Art



Arthur Tetlow Yr9

Inspired by Steampunk Insect Art, Arthur and Jay (below) both took on the challenge homework and created their own mechanical animal sculptures. Carefully selected materials capture the movement of the spiders legs and the delicate wings of the dragonfly.

A fantastic effort! Well done!

Mrs Anders
Curriculum Leader Art & Photography



James Yellana Yr8

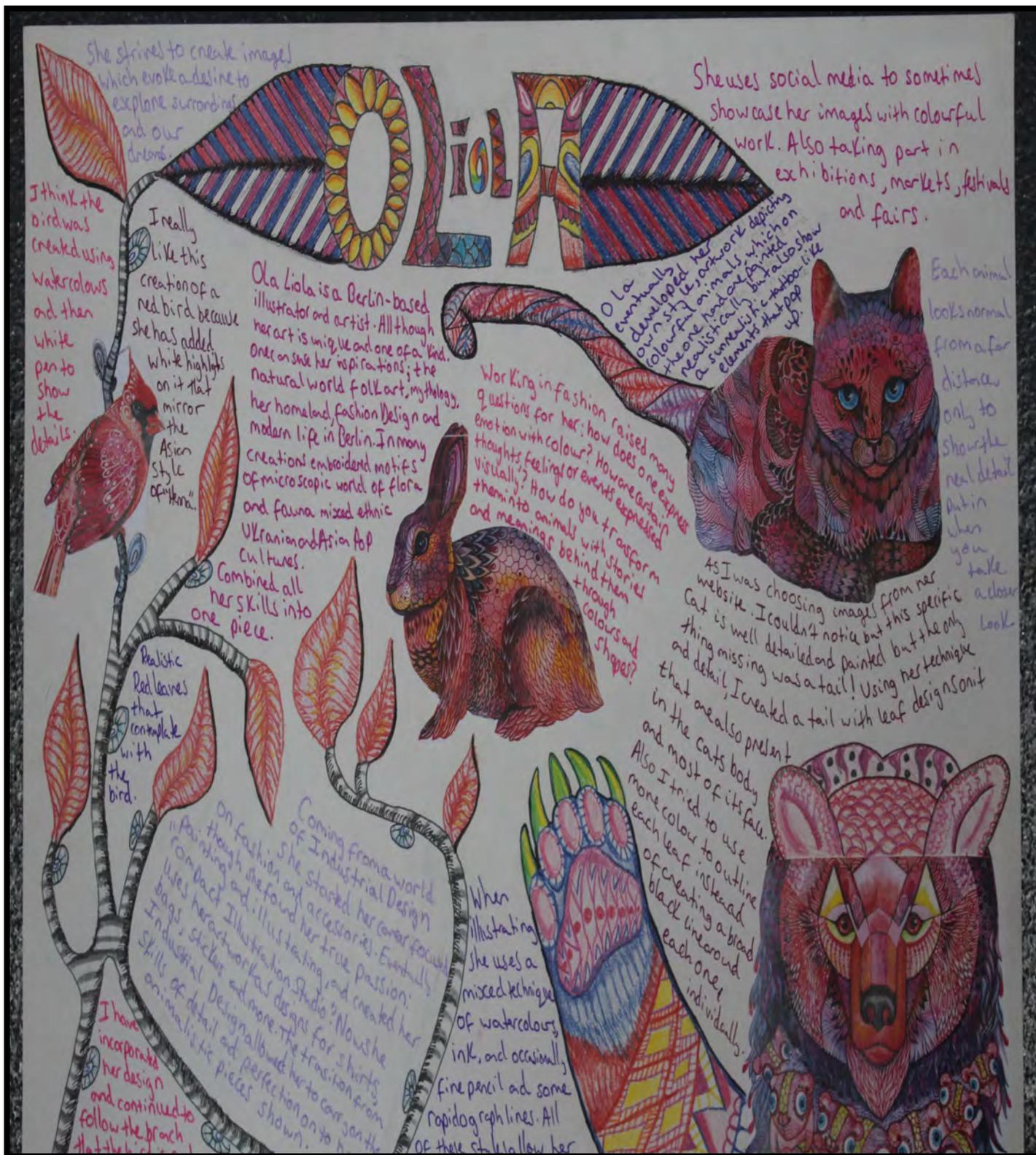
Fantastic piece of work, well done James!

Mrs R Parker
Teacher of Art



Jay Patel Yr9





Catalin Malos Yr10

Catalin has produced a fantastic research sheet into the artist Ola Liola. He has thought carefully about the layout and presentation of the written information and included complex drawn details to demonstrate an exceptional level of skill.

Well done Catalin!

Mrs Anders

Curriculum Leader Art & Photography



Lewis Saville Yr10



Grade 5/6

This footballer is about to take a shot. What movements have occurred to get him into the body position shown in the image (5 marks)

This footballer is abducting at the shoulder to provide himself with balance so that he doesn't fall over when taking the shot. The muscles that ~~provide~~ ~~the~~ ~~are~~ work in an antagonistic pair are the deltoid and the latissimus dorsi. The muscle in use at this moment in time is the deltoid whilst the latissimus dorsi relaxes. So the deltoid is called the agonist. The articulating bones are the humerus and scapula. Abduction is moving ^{a limb} ~~away from the midline of the body~~. Also he ~~is~~ ~~has~~ used extension at the knee joint. The muscle that provides the movement is the quadriceps. The quadriceps works in a antagonistic pair with the hamstring. The prime mover in this movement is the quadriceps whilst the hamstring relaxes. This left leg is used to balance while the footballer takes a shot. Extension is when the angle at the joint increases. The articulating bones are the femur, tibia and fibula.

WOW!

GCSE PE students were asked to complete a 6 mark question under exam conditions. This piece of work reflects the amount of thought Lewis has put into the answer. He has developed his simple statements and linked related aspects together in order to access the highest mark band for a question of this type. Well Done Lewis!

Strength

Types of strength

- **Maximum strength**—ability to produce maximum force in a single contraction
- **Endurance strength**—ability to sustain repeated muscular contraction over a period of time withstanding fatigue
- **Explosive/elastic strength**- ability to produce maximal force in a short period of time over 1 or several contractions
- **Static vs dynamic strength**—
 - Dynamic:** force applied with movement at the joint occurring / muscle changes length/ concentric and eccentric contractions
 - static:** force applied without any movement occurring/ isometric contraction

Cross sectional area

Greater the cross sectional area of the muscle, the greater the force produced and the strength

Fibre type

The most fast twitch type II fibres (FG and FOG) the greater the strength

Gender

Males generally have higher strength levels than females

Evaluation of strength

Maximum strength—1RM: maximum weight lifted in a single contraction, Hand grip strength test: maximum force exerted onto the dynamometer in a single contraction

Strength Endurance—Abdominal curl test: continuous sit ups at progressive intensities until exhaustion (MSFT for the abdominals)

Explosive strength—vertical jump test: maximum jump height measured in order to assess leg power.

Weight training: using a percentage of your 1RM

Maximum— 85-95% of 1RM 1-5reps 2-6sets 1:3 work:relief

Explosive— 75-85% of 1RM 6-10reps 4-6sets 1:3 work:relief

Endurance— 50% of 1RM 15-20reps 4-6sets 1:2 work:relief

Specific muscle groups:

Free weights—sports specific movements and good for fixators (posture), however spatter often needed

Fixed weights—safer and more support, but less sports specific.

Plyometrics:

Develops explosive strength/power, important for sprinters, jumpers, throwers etc., works by initiating a 'stretch reflex' protective mechanism where a concentric contraction is initiated to prevent overstretch and injury, eccentric contraction (landing) followed by concentric contraction (take off), rubber band hypothesis muscles contract with more force when they are pre-stretched, examples - bunny hops, single leg ops, split leg leaps, clap push ups, medicine ball throw sit ups.

Recruit training/interval training:

work periods/stations, rest periods/intervals, alternate muscle groups, typically develops strength endurance, but can be used to develop power or maximal strength, large numbers can complete circuit.

Age

Strength development peaks at 20-30 years of age and generally decreases after

Adaptations to strength training(2-5 times per week for at least 12 weeks)

Neural pathways— increased recruitment of motor units and FG fibre types, decreased inhibition of the 'stretch reflex'. Increased force of contraction through better recruitment, increased force of contraction from the agonist muscle.

Muscle and connective tissues-

Muscle hypertrophy-

increased in muscle cross sectional area leading to increased force production.

Muscle hyperplasia— increase in the number of muscle fibres leading to increased force production.

Increased number and size of myofibrils— increased protein in the myofibrils (make up muscle fibres) leading to greater force production.

Increased strength of ligaments and tendons— increased joint stability—reduced injury risk.

Increased bone density and mass— increased calcium absorption into the bones.

Metabolic function-

Increased phosphocreatine (PC) and glycogen stores— increased energy stores for high intensity activity

increased anaerobic activity, increased energy production due to quicker breakdowns of PC and glycogen.

Advantages and disadvantages of strength

Maximum strength: 1RM-

Advantages— involves movement/dynamism (sports specific), easy procedure, target specific muscle groups.

Disadvantages— finding 1RM can create fatigue, good technique essential, high potential for injury, difficult to isolate individual muscles.

Hand grip test-

Advantages— simple and quick, inexpensive, high reliability

Disadvantages— only assesses grip, test is not sports specific.

Strength endurance: abdominal curl test-

Advantages— can be performed with large groups, simple and cheap equipment required, valid and reliable data, core muscles important in most sports.

Disadvantages— good/correct technique essential, maximal test to exhaustion— motivation, lacks sports specificity.

Explosive strength: vertical jump test-

Advantages— easy test with minimal equipment, test can be self-administered, data tables available to convert height into power levels.

Disadvantages— only estimates leg power, test not isolated to a single muscle group.

Dione Marsden Yr12

Yr 12 A level PE students were asked to produce a detailed revision resource on the completion of the strength unit. To include all the relevant areas covered including; types of strength, factors affecting strength, methods of training, strength testing and adaptations to training. Dione has presented all this information in detail on one sheet of A3 paper, she has linked relevant areas and colour coded. An very useful revision resource.

Mr Donnelly
Curriculum Leader PE

5 types of strength:

- **STATIC** - Force applied against a resistance without any movement occurring (isometric muscle contractions)
- **DYNAMIC** - Force applied against a resistance and the muscles change (eccentric or concentric muscle contractions)
- **MAXIMUM** - The ability to produce a maximal amount of force in a single muscular contraction = one rep max (1RM)
- **EXPLOSIVE** - The ability to produce a maximal amount of force in one or a series of rapid muscular contractions
- **ENDURANCE** - The ability to sustain muscular contractions over a period of time withstanding fatigue



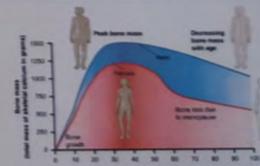
Strength = ability of the body to apply a force [dependant on the neuromuscular system]

Factors	Effect on strength
Cross-sectional Area	Greater the cross-sectional area of the muscle, the greater the force produced and the strength
Fibre Type	The more fast twitch type II fibres Fast Glycolytic and Fast Oxidative Glycolytic (FG and FOG) the greater the strength
Gender	Males have a higher strength than females
Age	Strength development peaks at 20-30 years of age and generally decreases after



Training programmes manipulate...

- The weight or resistance {based on one rep max}
- The number of repetitions
- The number of sets
- The work to relief ratio



Types of Training

All types of training involve a form of resistance (whether it be free weights, pulleys, bungee cords or body weight)
 The method of training depends on the type of strength desired: explosive, maximum, endurance or isometric
 The popular forms of strength training are **weight training, plyometrics and circuit training**

Weight Training:

Free weights = sports specific movements, good for posture and working fixator muscles, but spotters are often required
Fixed weights = less sports specific but safer and gives more support

Type of strength	% of 1RM	Reps	Sets	Work:Relief	Recovery between sets
Maximum	85-95%	1-5	2-6	1:3+	4-5 minutes
Explosive	75-85%	6-10	4-6	1:3	3-5 minutes
Endurance	50%	15-20	4-6	1:2	45-60 seconds



Plyometrics:

- A series of explosive exercises such as hopping, bounding and jumping to improve the speed at which a muscle shortens.
- This works by initiating a 'stretch reflex', and recruiting more motor units. This protective mechanism prevents overstretch and injury through concentrically contracting.
- The muscle goes through eccentric then concentric contraction **storing elastic potential**, this in turn creates a more powerful concentric contraction and develops both explosive strength and power
- Therefore the muscles from being **pre-stretched** generate greater force, this benefits sports players like sprinters, jumpers, throwers as well as game players like netballers.



Circuit Training:

A series of **exercise stations** arranged in a specific order to usually work alternate muscle groups. This mainly involves **free weight exercises**, but in a multi gym – free weights and plyometric exercises are included to improve aerobic capacity, maximum and explosive strength. Large numbers complete this at varying levels of fitness, and they can easily be adapted to become **very sports specific** incorporating **skill stations**.



Once again a detailed revision resource from Emma a Yr 12 A Level student on the completion of the strength unit. This included all the relevant areas covered including; types of strength, factors affecting strength, methods of training, strength testing and adaptations to training. Emma has produced a superb resource that would not look out of place in a text book. The photos and diagrams stimulate memory at first glance and the clear presentation provides the detail to answer any exam question on this area.

Flexibility...

Range of motion about a joint

Types of Flexibility	Definition
Static	Range of Movement (ROM) at a joint without movement occurring = no speed
Static Active	Performer completes a voluntary contraction of the agonist to stretch the antagonist
Static Passive	Partner assists the stretch by taking the end ROM
Dynamic	ROM at a joint whilst movements occurs at the joint = ROM with speed

Types of Training... (To maintain, develop or improve F)

Static Active Stretching

A performer moves the joint into its fully stretched position themselves without any assistance and holds for 10-30 seconds.

Static Passive Stretching

A performer moves the joint just beyond the point of resistance with assistance and holds for 10-30 seconds.

Isometric Stretching

A performer isometrically contracts the muscles while holding a stretched position for 7-20 seconds.

Ballistic Stretching

Swinging or bouncing movements to create momentum to force the joint through its extreme range of motion

Dynamic Stretching

Stretching technique which involves taking a joint through its full range of motion with control over the entry and exit of the stretch, such as a walking lunge

PNF (Proprioceptive Neuromuscular Facilitation)

A stretching technique to desensitise the stretch reflex, whereby a performer completes a static passive stretch, isometrically contracts the agonist, relaxes and stretches further.



FACTORS AFFECTING FLEXIBILITY

Surrounding Tissue	Joint Type	Gender	Age
The greater the length and elasticity of the surrounding tissue (ligaments, tendons and muscle), the greater the ROM	Size and shape of joints affect ROM (ball and socket have greater flexibility than hinge joint)	Females are generally more flexible than males (hormones such as Oestrogen, Relaxin and Leutinising Hormone)	Flexibility is highest in childhood and declines with age (elasticity of connective tissue declines as age increases)

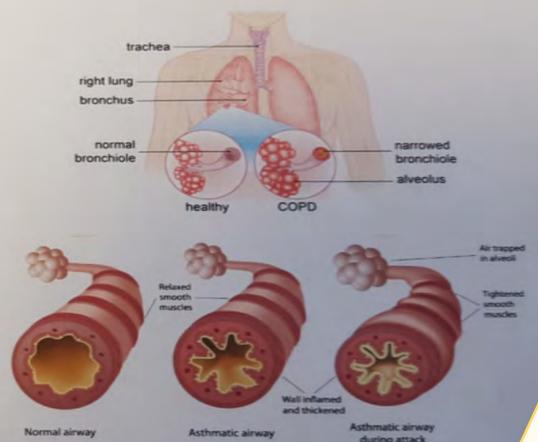


Adaptations...

- ✓ Increased elasticity of muscles, ligaments and tendons
- ✓ Increased resting length of muscles, ligaments and tendons
- ✓ Increased distance for the muscles to apply force
- ✓ Increased ROM before Stretch Reflex
- ✓ Increased potential for static and dynamic flexibility
- ✓ Delayed stretch reflex (Muscle spindles don't activate CNS as early)
- ✓ Decreased risk of injury

Respiratory Diseases...

Type of Disease	Cause of Disease	Effects of Disease
(COPD) Chronic Obstructive Pulmonary Disease	Airways become inflamed and narrowed	Overtime leads to mucus production and alveoli damage, causing coughing, breathing difficulties and regular chest infections
Asthma	Narrowing of respiratory airways	Breathlessness, coughing and wheezing brought on by allergic reactions, pollen, fever, fumes and exercise (EIA = exercise induced asthmas). In cold conditions and high intensity inhalers are needed and proper warm ups and training of respiratory muscles.



Exercise recommendations for people with Respiratory Diseases:

- Select environments which don't trigger a reaction e.g. not cold, inside and clean
- Low intensity cardiovascular work intermittent reducing risk of inflammation caused by repeated deep breathing
- Increased focus on breathing control e.g. swimming or weights – inhale to lift and exhale to lower



Yr 12 A1 level PE students were asked to produce a detailed revision resource on the completion of the flexibility unit. To included all the relevant areas covered including; types of flexibility, factors affecting flexibility, methods of training, flexibility testing and adaptations to training. Emma has produced another superb resource. The amount of detail and the clarity of presentation makes this an outstanding resource to use when preparing for summer exams.

Mr Donnelly
Curriculum Leader PE

Religious Studies

Year 9 have sampled a unit for GCSE Religious Studies, 'Crime and Punishment'. As a summary the students have chosen two lessons they feel they learnt most in and outlined that lessons learning in these display posters. Their work shows they have retained specific teachings from Islam and Christianity, and developed their own opinions on uses such as Corporal Punishment in schools. Many boys have chosen the 'Smith and Jones' lesson as one of their favourites. This is a famous example that helps us to understand if we judge something as wrong because of the action, motive or consequence. Both Smith and Jones wish to kill their nephew in their care to take his inheritance, Smith drowns the child but Jones lets the child drown. Two of these posters address whether Smith is worse than Jones.

Miss Vose
Curriculum Leader RE & Life Skills

Corporal Punishment

Joe Sinnott Yr9

Christianity- Old Testament. "Whoever spares the rod hates their children, but the One who loves their children is careful to discipline them." "... the Lord disciplines those he loves, and he punishes everyone he accepts as a son. Endure as discipline; God is treating you as sons. for what son is not disciplined by his father?"

Religious people on unjust Laws

- This is the Christian in the old testament supporting the cane however not all did...

* Christianity - Old Testament

"Fathers, do not provoke your children, lest they become discouraged."

Islam - teachings of Muhammad

"Teach your children to pray when they are seven years old, and smack them if they don't pray when they are ten."

prayer when they are ten

GCSE style 'Crime and Punishment' unit for year 9

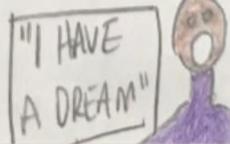
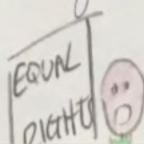
Follow the Law: Jesus said, "Give to Caesar what is Caesar's, and give to God what is God's" Don't follow the law when it's against God

When the disciples were told not to talk about Jesus and his crucifixion Peter said

"We must obey God rather than human beings"

Martin Luther King was an example of a Christian, one who fought non violently against

the law.



SMITH AND JONES

MOTIVE THE SAME

ACTIONS ARE DIFFERENT

CORPORAL PUNISHMENT



I do not believe that the cane should be brought back in schools.

Christianity Cold Testament
"Whoever spares the rod hates their children, but the one who loves their children"

This means you shouldn't be afraid to punish your children, in fact if you love them, then you would.

TYPES OF PUNISHMENT



SMITH	JONES
<ul style="list-style-type: none"> Smith wants to inherit a large amount of money from his nephew, only possible if his nephew dies. Smith wants his nephew dead When Smith's nephew starts to drown, it is because he is actually forcing him into the water Smith physically kills the child Smith should be jailed The motive of the action was the same as Jones' but the action was different The nephew dies 	<ul style="list-style-type: none"> Jones also wants to inherit a large sum of money via his nephew's death. Jones wants his nephew to die. When Jones' nephew started to drown, he sat there and watched him die. Jones doesn't physically kill his nephew, he didn't drown the child However, Jones should've stepped in and saved the child The motive was the same as Smith's but the action was the same different. The nephew dies

My opinion is that they should both be punished the same, as the consequence was the same. The nephew died in both situations, or in both situations, either man could've prevented it. Smith shouldn't have drowned the child and Jones had a duty to step in and save the child. However, they both wanted the money and the nephew dies.

GCSE Style 'Crime and Punishment' unit for year 9

Absolutist Ethics
Focus on the rightness or wrongness of an action.

Relativist Ethics
Focus on the relative situation and the rightness and wrongness of the action

Consequentialist Ethics
Focus on the rightness or wrongness of the overall consequences. The Smith and Jones example is a good example of someone believing in these types of ethics

- ♦ **Reparation** - A punishment that makes the criminal payback (fines, community service)
- ♦ **Protection** - A punishment that is to protect the public (prison)
- ♦ **Retribution** - A revenge punishment, that is equal to the crime (death penalty, amputation of hands)
- ♦ **Deterrence** - A punishment that puts others off or the criminal off from doing it again (big fine)
- ♦ **Reform** - A punishment that encourages change (rehab)

I am a relativist on this occasion.

I believe that retribution is the best form of punishment, as the victims family are almost getting payback on the criminal. It is only fair that the criminal is treated as he treats others. Some CHRISTIANS would agree with me, because of the quote 'An Eye for an Eye' in the Old Testament. This means that whatever goes around, comes around. Whatever you do to others, will happen to you

Year 9's sample GCSE Religious Studies



and obey the ruler, as long as one is not ordered to carry out a sin. If he is commanded to commit a sin, then there is no adherence and obedience." Muhammad (pbuh)

Capital Punishment

- Christianity - Old Testament (OT) "whenever anyone has hit his neighbor, then the one who has hit his neighbor is subject to discipline from the Lord."
- Islam - "The Quran does not mention capital punishment, but it does mention the death penalty for those who are guilty of certain crimes."
- Religious texts on capital laws
- Christianity New Testament
- John 8:1-11 "One to stone, and go to find what is said."
- Matthew 23:23-24 "Woe to you, teachers of the law and Pharisees, who tithe mint and rue and every other herb, but neglect justice and mercy and faith. These you should have done, without neglecting the others."
- Christianity - Jesus Christ
- Jesus Christ - "I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life."
- Jesus Christ - "I am the good shepherd. The good shepherd lays down his life for the sheep."
- Jesus Christ - "I am the true vine. My Father is the gardener. He cuts off every branch that does not bear fruit so that more fruit will be produced for you."
- Jesus Christ - "I am the bread of life. Whoever comes to me will never be hungry again. Whoever believes in me will never be thirsty."
- Jesus Christ - "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live. And whoever lives and believes in me shall never die."
- Jesus Christ - "I am the way, the truth and the life. No one comes to the Father except through me."
- Jesus Christ - "I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life."
- Jesus Christ - "I am the good shepherd. The good shepherd lays down his life for the sheep."
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- Jesus Christ - "I am the bread of life. Whoever comes to me will never be hungry again. Whoever believes in me will never be thirsty."
- Jesus Christ - "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live. And whoever lives and believes in me shall never die."
- Jesus Christ - "I am the way, the truth and the life. No one comes to the Father except through me."

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Capital Punishment is the execution of a convicted criminal by the state or by a court of law. It is also known as the death penalty, hanging, or execution. The practice of capital punishment has existed in many societies throughout history, and continues today in some countries. In the United States, capital punishment is reserved for the most serious crimes, such as murder, treason, and espionage. In other countries, it is used for a wider range of offenses, including drug trafficking, terrorism, and corruption. The debate over capital punishment is a complex one, involving issues of justice, human rights, and the value of life. Some people believe that capital punishment is a necessary and just response to certain crimes, while others believe that it is a violation of human rights and that it is never justified.



SMITH & JONES!

Thoughts from

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Unjust Laws

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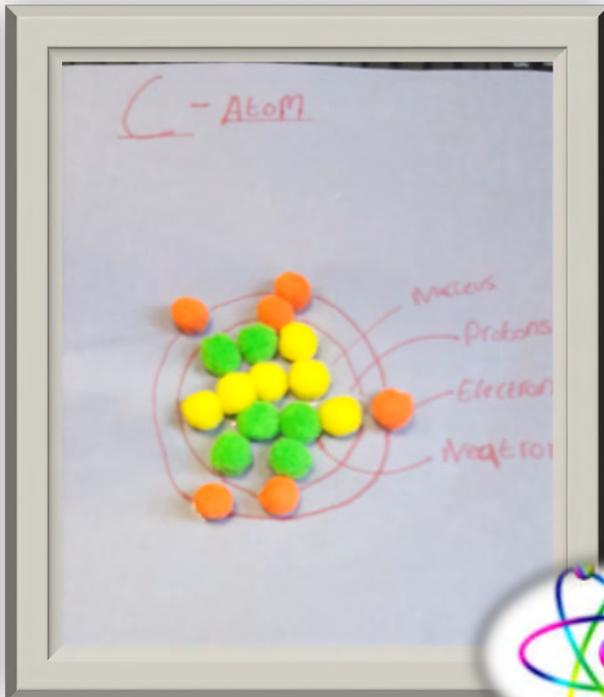


Collective outstanding work from our Year 9's on the same theme of Smith and Jones.

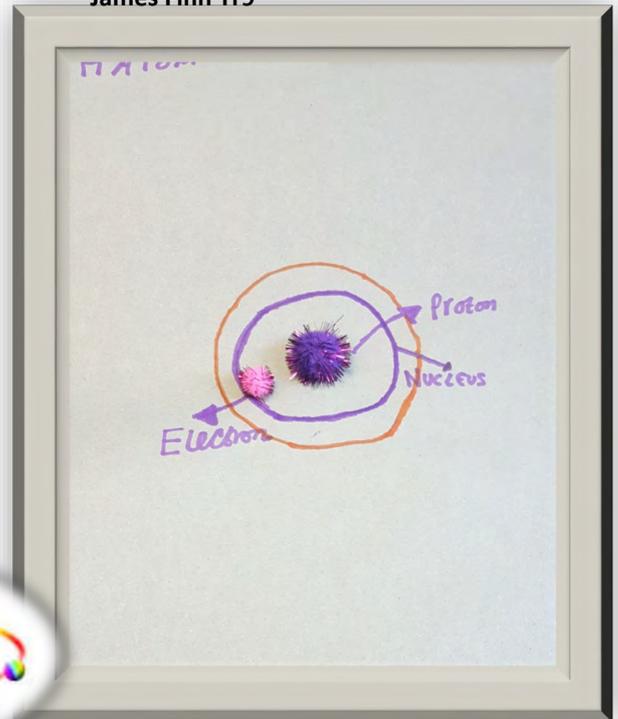
Miss Vose
Curriculum Leader RE & Life Skills

SCIENCE

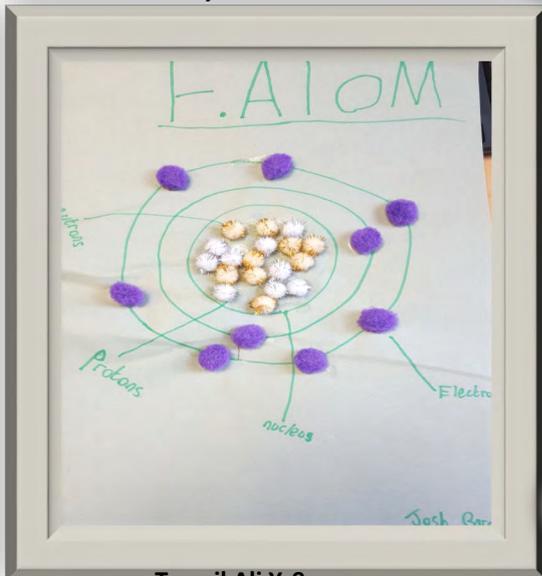
Kian Chorlton Yr9



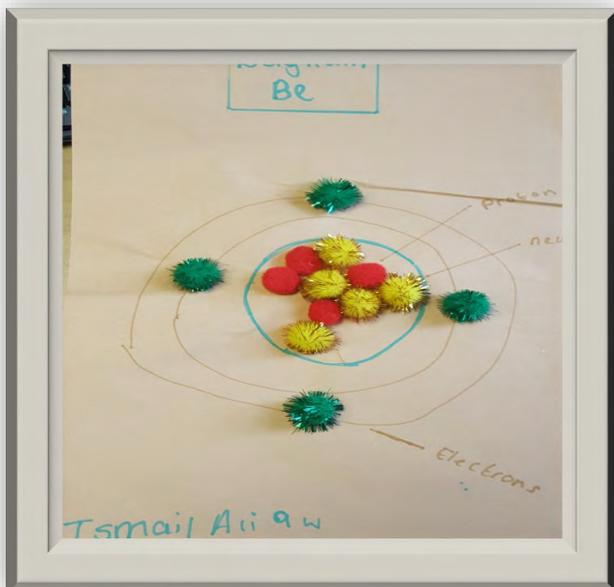
James Finn Yr9



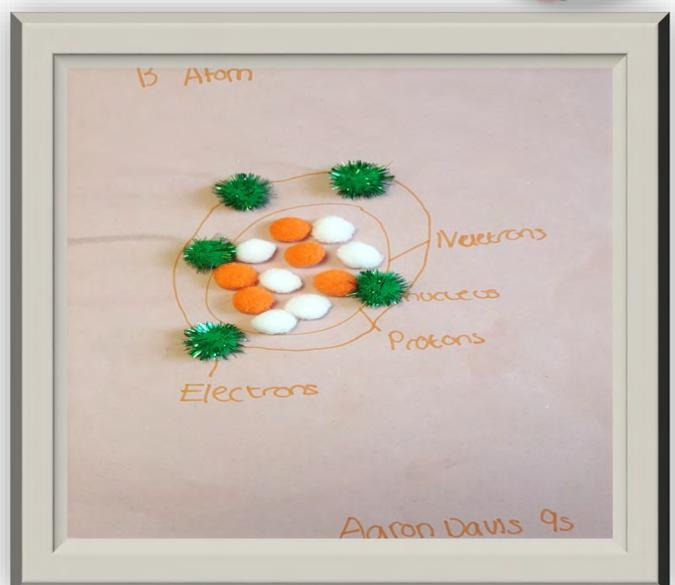
Josh Barry Yr9



Tsmail Ali Yr9

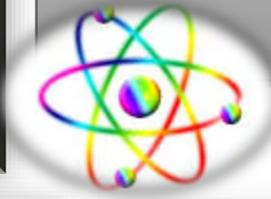
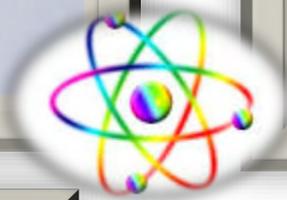


Aaron Davis Yr9



The task was to use the periodic table to work out the number of subatomic particles in different atoms and then create a model. These pupils worked independently to produce an accurate piece of work which also represented the atoms in an easy to understand visual display.

Miss Thomson
Curriculum Leader Science



SCIENCE

Abdurrahman Nawaz Yr10

Q1.

A student investigated the reactions of copper carbonate and copper oxide with dilute hydrochloric acid.

In both reactions one of the products is copper chloride.

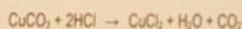
- (a) Describe how a sample of copper chloride crystals could be made from copper carbonate and dilute hydrochloric acid.

~~stop~~ You add excess copper carbonate to the hydrochloric acid so it all reacts
 - Filter to remove the excess carbonate
 - heat to the point of crystallisation
 - leave it to cool.

(4)

- (b) A student wanted to make 11.0 g of copper chloride.

The equation for the reaction is:



Relative atomic masses, A: H = 1; C = 12; O = 16; Cl = 35.5; Cu = 63.5

Calculate the mass of copper carbonate the student should react with dilute hydrochloric acid to make 11.0 g of copper chloride.

$$\begin{aligned} \text{CuCl}_2 &= 63.5 + 71 = 134.5 \text{ g} & \frac{11}{134.5} \times 123.5 &= 10.1 \\ 2\text{HCl} &= 73 \\ \text{CuCO}_3 &= 48 + 12 + 60 + 63.5 = 123.5 \end{aligned}$$

Mass of copper carbonate = 10.1 g

(4)

- (c) The percentage yield of copper chloride was 79.1%.

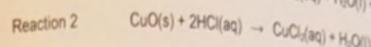
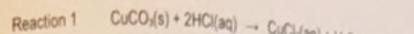
Calculate the mass of copper chloride the student actually produced.

$$\begin{aligned} \text{CuCl}_2 &= 134.5 \\ 79.1\% \div 100 &= 0.791 \times 11 = 8.7 \end{aligned}$$

Actual mass of copper chloride produced = 8.7 g

(2)

- (d) Look at the equations for the two reactions:



Relative formula masses: CuO = 79.5; HCl = 36.5; CuCl₂ = 134.5; H₂O = 18

The percentage atom economy for a reaction is calculated using:

$$\frac{\text{Relative formula mass of desired product from equation}}{\text{Sum of relative formula masses of all reactants from equation}} \times 100$$

Calculate the percentage atom economy for Reaction 2.

$$\begin{aligned} \text{CuO} &= 79.5 & 134.5 & \times 100 \\ 2\text{HCl} &= 73 & 245 & \\ \text{CuCl}_2 &= 134.5 & 152.5 & = 54.9 \\ \text{H}_2\text{O} &= 18 & & 88.2 \\ \hline & & 2 & = 245 \end{aligned}$$

Percentage atom economy = 88.2 %

(3)

- (e) The atom economy for Reaction 1 is 68.45%. Compare the atom economies of the two reactions for making copper chloride.

Give a reason for the difference.

Reaction 2 is more efficient than reaction 1 in making CuCl₂ because it has a higher atom economy.

(Total 14 marks)

Abdurrahman really persevered with challenging calculations and worked independently to complete them. The work shows his level of hard work and resilience as well as his will to complete the highest level of work possible.

Miss Thomson
Curriculum Leader Science



Aidan Clarke Yr10

a) Add the acid (sulfuric acid) to the Burette, ensure the top is blue. Add an indicator (e.g. methyl orange) to the 25.0 cm³ of sodium hydroxide in the conical flask. Slowly release the dilute sulfuric acid from the Burette, when the indicator changes colour record the value of the volume you added.

17.5					
17.0					
19.5	19.5	19.2	19.3	19.1	
19.2	↓ discard	} mean			
19.6					

Need three concordant values 0.1 cm³ difference



$$\text{Concentration} = \frac{\text{No. of moles (mol)}}{\text{Volume (dm}^3\text{)}} \text{ (mol / dm}^3\text{)}$$

2. Use the concentration formula to calculate the following.

Number of moles = concentration x volume

- a) How many moles are in 100 cm³ of a 2 mol/dm³ solution? 0.2 mol ✓
- b) What is the concentration in mol/dm³ of a solution containing 1 mol solute in a 250 cm³ solution? 4 mol/dm³ ✓
- c) A sample of a 0.5 mol/dm³ solution contains 0.1 mol solute. What is its volume in dm³? 0.2 dm³ ✓
- d) What is the concentration of a solution in mol/dm³ if it contains 0.01 mol of solute in a 500 cm³ solution? 0.02 mol/dm³ ✓

Chapter 3: Chemical quantities and calculations

- e) How many moles of solute are in 50 cm³ of a 2.0 mol/dm³ solution? 0.1 mol ✓
- f) What is the concentration in mol/dm³ of a solution containing 0.25 mol solute in a 250 cm³ solution? 1 mol/dm³ ✓

This piece of work is indicative that a student who has reached his target in a recent test. This is reflected in the piece of work above in relation to the most challenging calculations whilst answering questions on chemical quantities and calculations. Well Done Aidan!

Miss Thomson
Curriculum Leader Science



3.7

Alkenes are obtained from crude oil using fractional distillation followed by cracking.

Explain how alkenes are produced using fractional distillation followed by cracking.

[6 marks]

~~Answer~~ Firstly, crude oil is split up into its fractions by the process of fractional distillation. In this process, fractions are divided after the entirety of the oil is evaporated, turning the liquid oil into gas form so that it can rise up the fractional distillation column. As the gases rise, the temperatures begin to decrease, and this means that some gases begin to condense, based on the hydrocarbon's chain length. This occurs until a much lower temperature is reached, at which all remaining gases are stored as a fraction. There are many fractions, but the lowest - down fractions, such as fuel oil, are used for cracking, as these are longer. ~~Then~~ These hydrocarbons are put in an environment with a high ^{and} pressure ^{and} temperature and also a catalyst. Then, the ^{long} ~~large~~ ^{alkanes} ~~alkanes~~ are broken down into shorter alkanes and alkenes.

Turn over for the next question



James works very hard in Chemistry but did not do as well on his first mock exam as he hoped. James used the areas he did less well on to target his revision, to work harder and to improve his exam technique. He therefore improved to above 80% in his second mock exam showing the importance of evaluating your strengths and striving to improve weaker areas. He is a great role model to younger students



MUSIC

Riley Talbot Yr11

Riley has recently produced an outstanding composition. It was in response to the brief set by the examination board: To create a piece of music to accompany a televised crime series. Riley created musical ideas and phrases depicting sorrow, mystery and intrigue in the opening section with a clear resolution in the final conclusion. Musical imagery is painted throughout with the listener taken on a vivid and highly descriptive musical journey across a variety of tonality, tempo and carefully crafted melodic lines. Throughout the closing stages 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 a great sense resolution that the case has been solved and is firmly closed.

Mr G Taylor
Curriculum Leader Music

The screenshot displays the Sibelius 7 software interface for a music score titled "The New Five" by Riley Talbot. The score is shown for three parts: Strings, Brass, and Piano. The title "The New Five" is prominently displayed at the top center. The software interface includes a ribbon with various editing tools, a transport window showing a time signature of 4/4 and a tempo of 70, and a timeline at the bottom with rehearsal marks A through H. The score shows dynamic markings such as *p*, *pp*, *mp*, and *mf*, and tempo markings like "poco accel." and "poco animato".

HISTORY

Finley was tasked with producing a 'Time Travellers Guide to Medieval England' for home work. This was a three week project designed to test students understanding of the medieval period.

This is just 3 pages of Finley's ten page guide book. Each page was themed and the topics Finley chose covered everything from religion to medieval medicine. The guide book was intricately illustrated with accompanying text that clearly took hours upon hours of dedicated research. The work is so special because it reflects Finley's passion, for, and enjoyment of, a subject we have been studying all year. Not to mention the entertaining 'Tripadvisor' page at the back!"

Miss Bellini
Teacher of History

PUNISHMENT



In medieval times there were no paid police men, however there were police men who had another job and went on duty when they had nothing to do

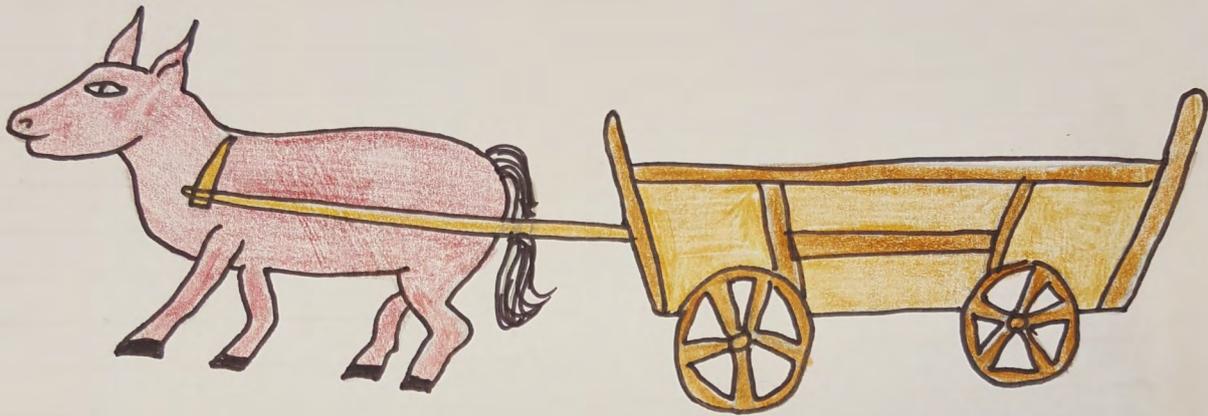
punishments were harsh.
Your punishment was determined by a jury or judge if you got trial by ordeal you would be decided by your faith?!?!



Punishments could be very severe:
• limbs cut off • Hung • hung drawn
quarter or less severe • a fine
Many punishment were made up
but some very common



Transport



In England boats were used most of the time for both long and short distance but for the poorer travelers horses were used, but overall horses were more costly as they were changed frequently. Roads were very rare and dirt paths were used most of the time.



Horse trains were one of the most popular, about 50 horses traveling in a straight line for hours, maybe even DAYS!

Finley O'Neil Yr7



FUN?

Medieval Archery



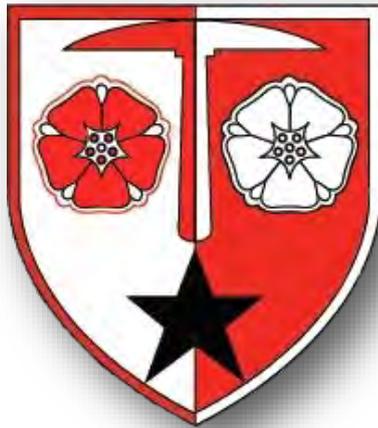
In the medieval ages football was banned!!
The cause of this was the government wanted everyone to practice archery to be prepared for war. At the time football was very popular so the government had to re make the rule to make it happen

Some board games were very popular but jesters were around. Where could you find these people? most jesters performed for the royal family but slaves could entertain and animals were also used.

Medieval Football



Well... I wont be needing my football



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