



Longbenton
HIGH SCHOOL

WEEK 7

MONDAY 1ST JUNE – FRIDAY 5TH JUNE



LEARNING SUPPORT: 7S4 JAMES GROVER AND 8S3 ROHAN PERKINS

NOMINATED BY: MR LITTLE



JAMES AND ROHAN HAVE COMPLETED EXCELLENT WORK IN A NUMBER OF SUBJECTS VIA THE LEARNING SUPPORT GOOGLE CLASSROOM.

KEEP UP THE GREAT WORK JAMES AND ROHAN!



ENGLISH: ION KIERAN BUCKLE

NOMINATED BY: MISS MCKENNA



"KIERAN HAS PUT A LOT OF EFFORT INTO HIS WORK ON POETRY, INCLUDING THE POEM 'REMAINS' BY SIMON ARMITAGE. I AM VERY IMPRESSED WITH KIERAN'S ATTITUDE TO LEARNING IN THE LAST FEW WEEKS AND I AM LOOKING FORWARD TO READING MORE OF HIS WORK. WELL DONE - KEEP UP THE GREAT WORK!"



1) What images popped into my head?

The images that pop up in my mind are disgusting because there are dead bodies with loads of guts which have come out of them. The thing that stood out to me are the inside out because they getting sprayed with bullets coming at them and that you could see the broad daylight through them. It is about 3 soldiers who killed a man that was robbing a bank, I think that the robber shouldn't of been killed for it, they should have been put in prison. It made me feelsad because there was no point of the soldiers killing the robber.

2) Simon Armitage was born in west Yorkshire, England 1963. He was elected oxford professor of poetry and in 2017 he was appointed professor of poetry at the university of Leeds. In 2019 he was named UK poet laureate. He has won an Eric Gregory Award and a Lannan Award, and was chosen as a Sunday times author of the year. He has written extensively for radio, television, film, and Theatre.

Simon Armitage has wrote 11 poems.

4: The poet 'remains', the line on another occasion means it is repeating, and he had to tackle down a robber and they could be armed.

"Myself and somebody else and somebody else means there are 3of them", all of the same mind is there doing the same thing.

"I see every round as it rips through his life", he can see an enemy get shot loads.

"I see broad daylight on the other side" he can see through the enemy's body because there were lots of bullet holes in his body.

"One of my mates goes by and tosses his guts back into his body", all of his guts fell out from the bullets going through him and he is getting the guts pushed back into his body.

2) Who does the war affect?

The war affects the whole wide world because different countries are fighting to see who is the best and the men that were in it were risking them and their family. It effects the men that were in it because memory's would pop up and they would be upset for the men that fought for the country and died.

b) What are some of the experiences of the soldiers?

Some of the experiences of the soldiers are, being in the trench, being stuck there and they cant get out, losing their friends and family, listening to the other men getting shot. They eat horrible food, they could get blown up, they might of got shot while they were sleeping, they would have to suffer diseases, they would of miss being home, be upset, frightened, cold, wet.

C) How are the lives of people at home affected?

The lives of people at home during the war were affected because all of the men went to war and trying to protect us. The women also have to do their work like working in factories, the women would be listening to the radio, getting a letter from the post that one of their loved ones had died. It would affect the women because the bomb raids hitting their homes. All of the women hide in bomb shelter to protect them from getting hit by the bombs.

Adam Ferguson

A photographer in the world war like Adam Ferguson he said that there were medics around him and seen bombs hit buildings and he said that he could see dead bodies and buildings crumbling down, all around him there were small explosions.

War of jessie pope

All of the women were doing the men's jobs while they were at home, like dropping meat at everyone's doors and working in factories, trying to cheer everyone up and they are fit, strong, and sensible.

Flanders field

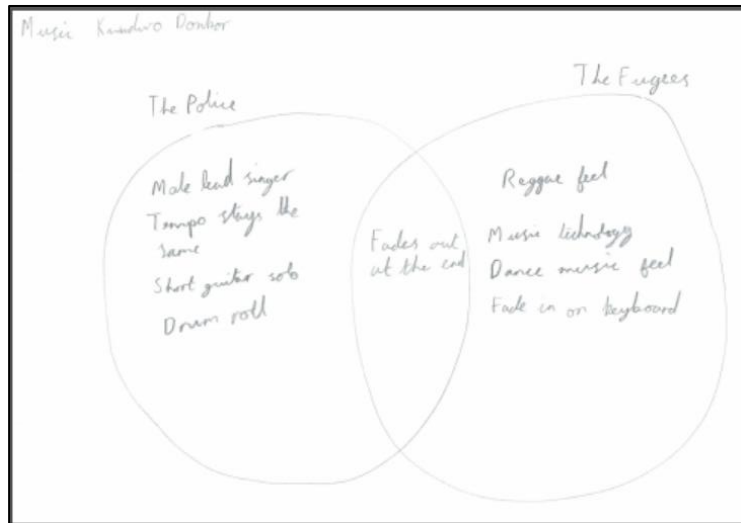
Flanders field is a big field that there was a world war 1 and when it ended there were poppies growing and on November 11 at 11:00am we all have a minuet silence for those that sadly past away and they helped the British win and it will never be forgotten.

Shell shock

Lots and lots of men had shell shock. When they were in the war the gun shots were scary because there friends were dying and it made the soldiers terrified to fight. Many men have shellshock for a long time, even after the war.

MUSIC: 7N2 STEPHANIE DONKIN, 7S2 ELLEN TIERNEY, 8S1 KWADWO DONKOR
AND 9 BRIDGING WORK ADAM HOWLISTON
NOMINATED BY: MISS HOULTON

ADAM HAS MADE A VERY PROACTIVE START IN THE YEAR 9 GCSE MUSIC GOOGLE CLASSROOM. SOME EXCELLENT WRITTEN WORK AND OUTSTANDING PERFORMANCE WORK; KEEP IT UP ADAM!



← **KWADWO** HAS COMPLETED SOME EXCELLENT MUSIC LISTENING WORK THIS WEEK – WELL DONE KWADWO!

ELLEN HAS CREATED THIS BEAUTIFUL PICTURE IN RESPONSE TO A PIECE OF MUSIC. →



STEPHANIE HAS BEEN NOMINATED BECAUSE SHE HAS SENT IN A RECORDING OF HER PLAYING A NEW PIECE OF MUSIC ON THE KEYBOARD. I WAS THRILLED TO HEAR THIS STEPHANIE – WELL DONE!



GEOGRAPHY: YEAR 7 KATIE ROSE, YEAR 8 LUCY STUTT

YEAR 10 GCSE JACK ARCHER, BILLY BESTFORD, AVA HO AND ELLIE WRAY

NOMINATED BY: MRS LAMBERT



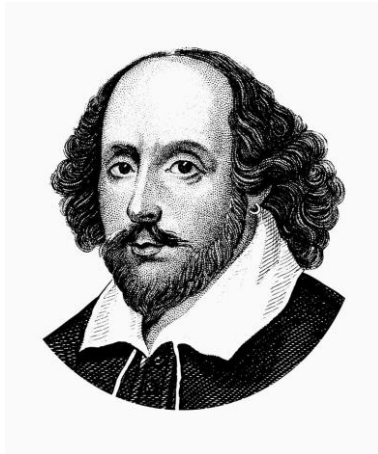
- KATIE HAS SUBMITTED SOME EXCELLENT GEOGRAPHY WORK THIS WEEK
- LUCY FOR SOME GREAT RESEARCH ON TROPICAL RAINFOREST
- JACK AND AVA - CONTINUED EXCELLENT WORK
- BILLY HAS COMPLETED SOME TASKS THIS WEEK SHOWING EXCELLENT RETENTION OF KNOWLEDGE FROM WORK WE DID BEFORE SCHOOL CLOSURE.
- ELLIE HAS SUBMITTED SOME SUPERB WORK WHICH SHOWS GREAT RETENTION OF LEARNING FROM THIS YEAR



ENGLISH: 7AM EVE DADSWELL
NOMINATED BY: MRS HUTCHINS



MRS HUTCHINS SAYS:



"EVE'S UNDERSTANDING OF SHAKESPEAREAN TEXT IS SUPERB- IT'S REALLY CHALLENGING AND I'M SO IMPRESSED WITH HER EFFORT TO UNDERSTAND AND INTERPRET THE LANGUAGE. THIS IS JUST ONE EXAMPLE OF THE EXCELLENT WORK SHE'S BEEN SENDING IN"



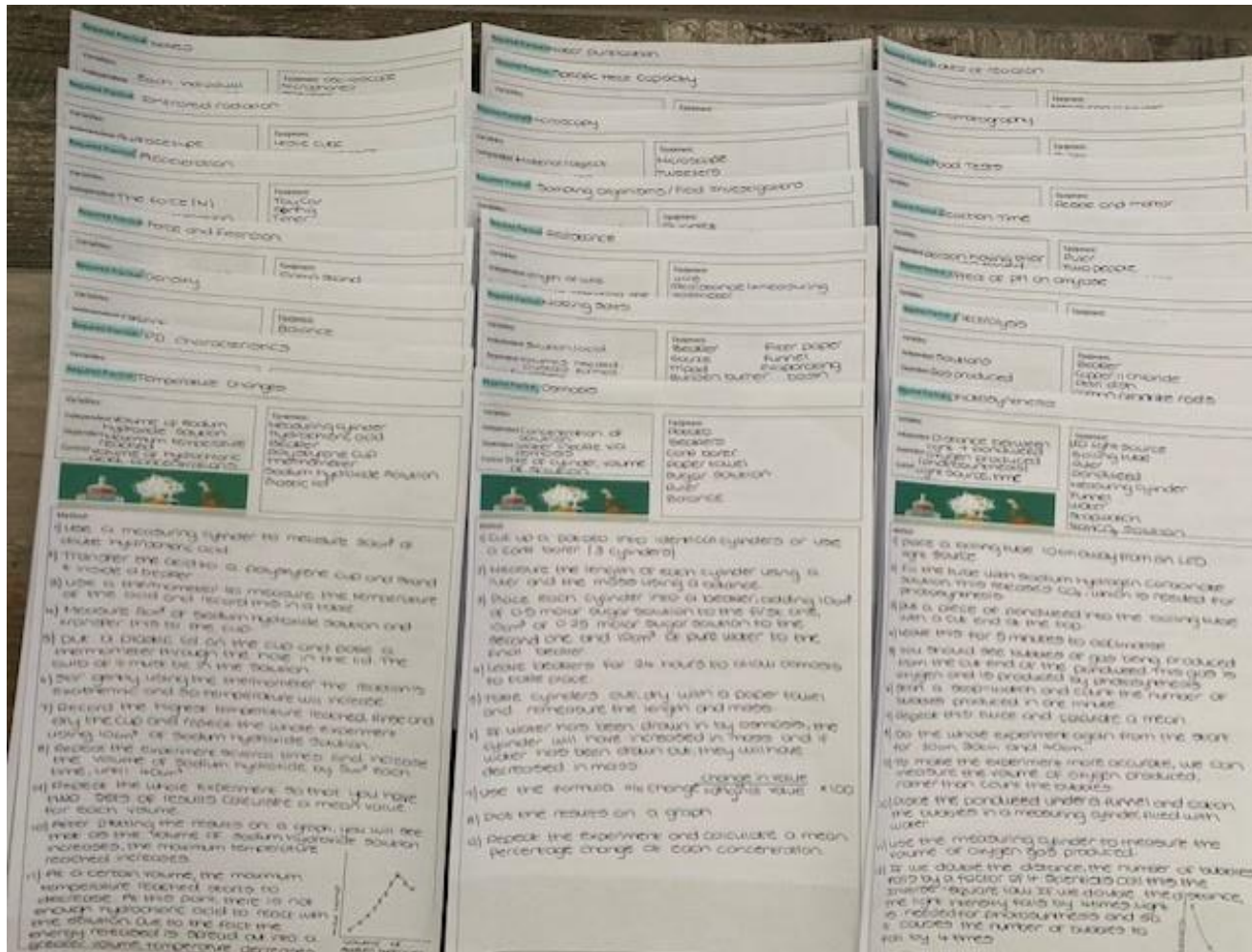
YEAR 10 SCIENCE: JESSICA MCARTHUR

NOMINATED BY: MISS MISRA

MISS MISRA SAYS:

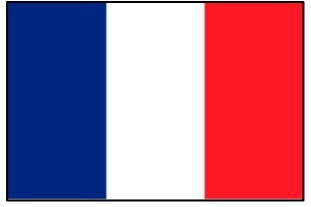


"JESS HAS GONE OVER AND ABOVE IN HER SCIENCE WORK, SHE HAS COMPLETED EXTRA TASKS THAT HAVE NOT BEEN SET USING HER OWN INITIATIVE TO BETTER HERSELF. SHE HAS USED RELEVANT WEBSITES AND INFORMATION TO CARRY OUT RESEARCH AND HAS PRODUCED ABSOLUTELY INCREDIBLE WORK. SHE SHOULD BE VERY PROUD OF HERSELF AS I AM!"



FRENCH: 7S2 ELLEN TIERNEY, 9 BRIDGING WORK ADA GIBSON AND ERIN KEILLER

NOMINATED BY: MRS RICHARDSON




ELLEN HAS USED ALL OF THE KEY PHRASES TO DESCRIBE AND EXPRESS OPINIONS IN FRENCH PERFECTLY.

ADA AND ERIN HAVE ENGAGED REALLY WELL IN THE YEAR 9 FRENCH GOOGLE CLASSROOM.

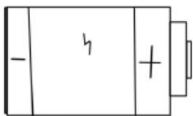


Une cravate



Sur cette photo, il y a une cravate. J'aime ça, parce que c'est intelligent.

Une pile




Sur cette photo, il y a une batterie. J'aime ça, car c'est utile.

In this photo, there is a tie. I like that, because it's smart.


In this photo, there is a battery. I like that, because it's useful.

Une ananas



Sur cette photo, il y a un ananas. J'aime ça parce que c'est savoureux.

Fromage



Sur cette photo, il y a un fromage. Je n'aime pas ça parce que c'est dégoûtant.

In this photo, there is a pineapple. I like that because it is tasty.

In this photo, there is a cheese. I don't like it because it's gross.

MISS LOWERY'S STARS OF RELIGIOUS STUDIES THIS WEEK...



YEAR 8 - LUKE AYNSLEY: DETAILED, THOUGHTFUL WORK ON HINDU BELIEFS. WELL DONE LUKE!

AN EXCELLENT RESPONSE TO THE YEAR 9 BRIDGING WORK THIS WEEK – WELL DONE TO FOLLOWING STUDENTS; KEEP IT UP!

GRACE ARCHIBALD, HARRY AVERY, ERIN BREWIS, MEGAN BROOKS, MILLIE CLARK, ADA GIBSON,
DANIEL LEVITT, LILY MOONEY, ASHLEY PARKER, EMMA SAMPLE, JAMIE SAYER, EVIE SHERWOOD,
LIBBY SINCLAIR, LIESEL STENT AND TAMARA STRAKER.

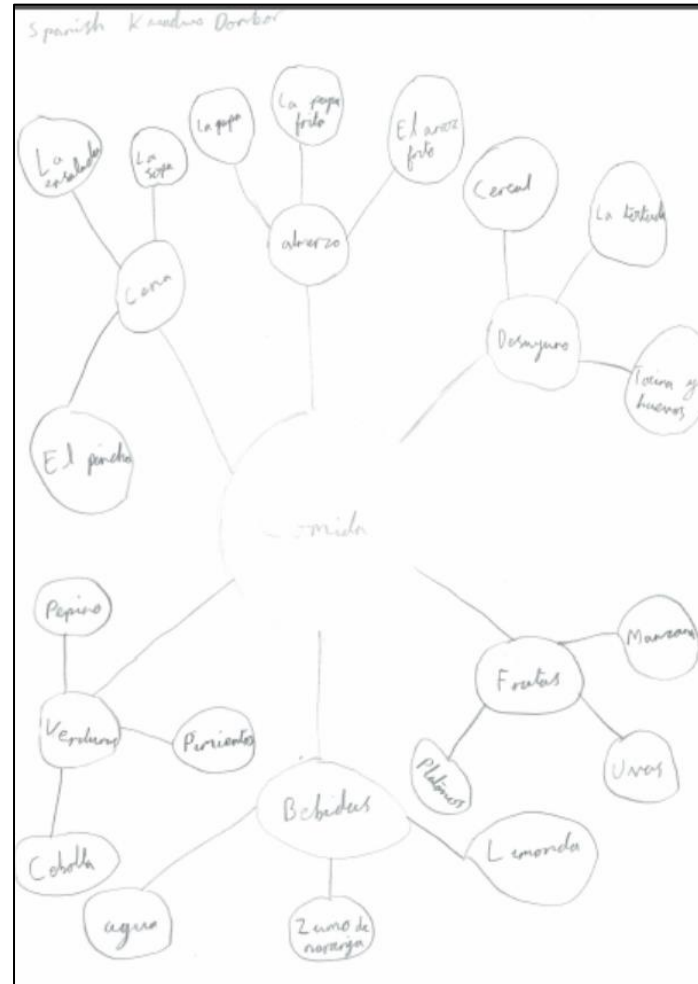
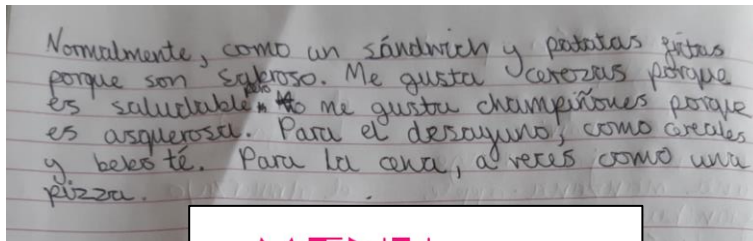


SPANISH: 851 KWADWO DONKOR AND AOIFE RICKARD

NOMINATED BY: MRS BALDWIN

AOIFE HAS DEMONSTRATED A THOROUGH UNDERSTANDING OF THE VOCABULARY HERE AND HAS CREATED AN EXCELLENT SPANISH MENU.

KWADWO HAS MADE GOOD PROGRESS IN LEARNING VOCABULARY ON FOOD AND DRINK.



Waiter: Buenos dias, señor.

Customer: Buenos dias.

Waiter: Que te gustaria beber

Customer: Zumo de naranja

Waiter: De inmediato señor. Hielo?

Customer: No.

Waiter: Que te gustaria comer?

Customer: La hamburguesa, por favor.

Waiter: tu gusta la astilla?

Customer: Si.

Waiter: La salsa?

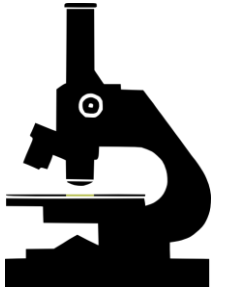
Customer: Si.

Waiter: Disfrutar.



YEAR 10 TRIPLE SCIENCE: ELLIE WRAY

NOMINATED BY: MISS WYLIE



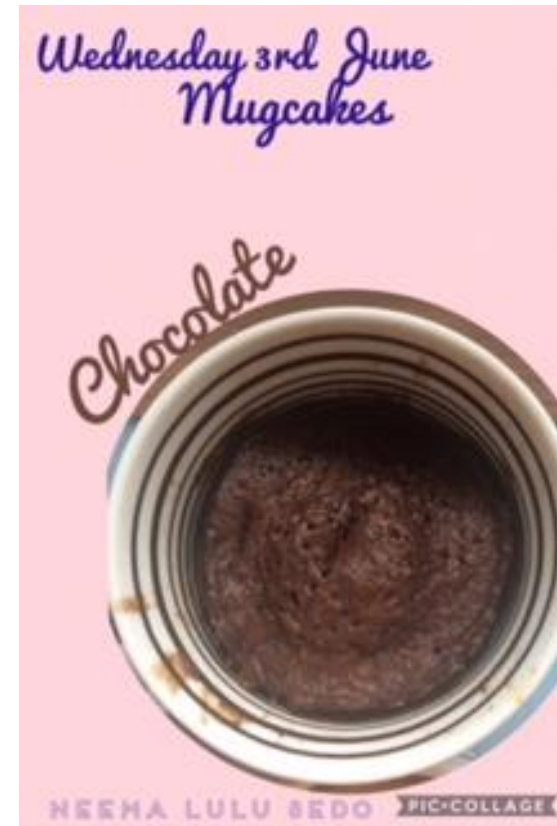
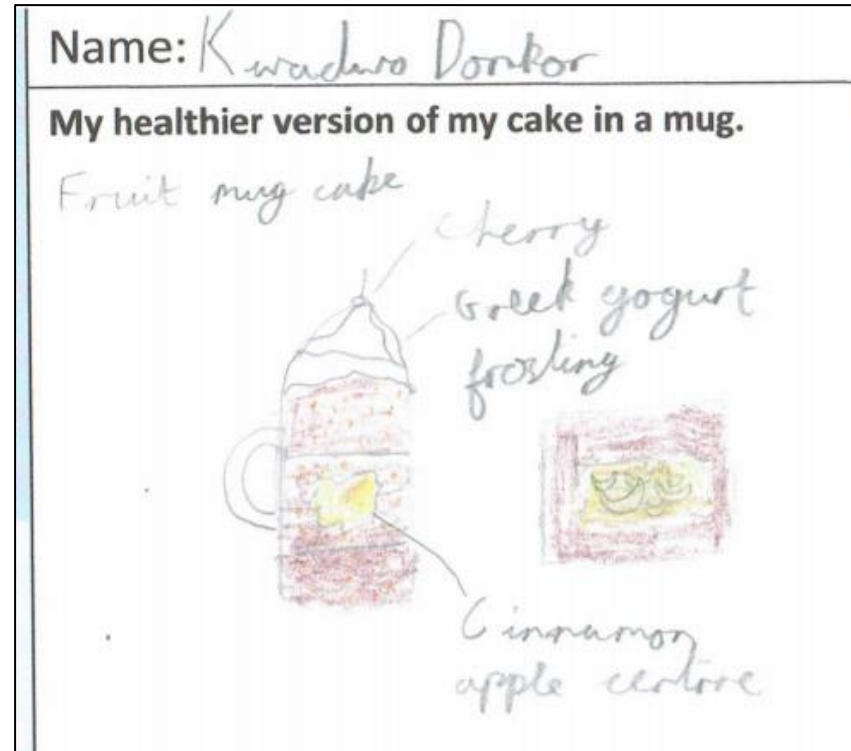
MISS WYLIE SAYS:

"I AM NOMINATING ELLIE FOR GETTING HER WORK IN A WEEK IN ADVANCE AND FOR ALWAYS COMPLETING THE TASKS TO SUCH A HIGH STANDARD – FANTASTIC WORK ELLIE!"

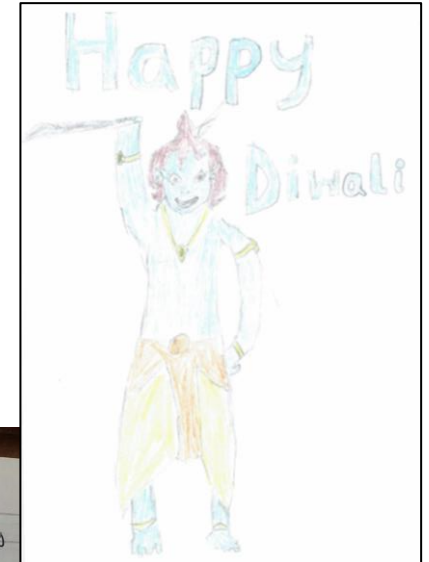


FOOD STUDIES: 8SI KWADWO DONKOR AND NEEMA LULU
NOMINATED BY: MRS MCPHERSON

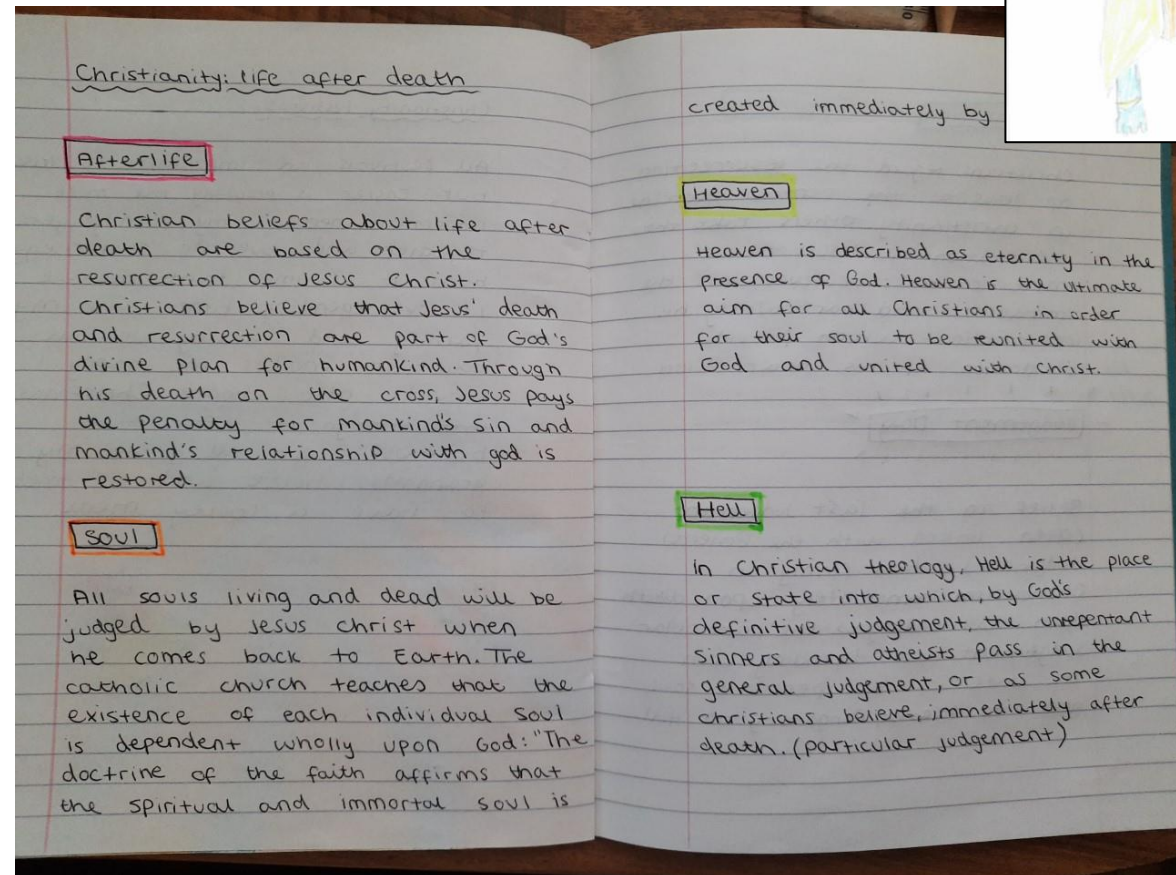
YEAR 8 WERE SET A TASK
TO DESIGN OR MAKE A
CAKE IN A MUG – BOTH
KWADWO AND NEEMA
SENT IN EXCELLENT
EXAMPLES! WELL DONE
BOTH OF YOU.



RELIGIOUS STUDIES: 7N2 ELLIE KENNEDY, 8S1 KWADWO DONKOR
GCSE RS: JESS GIBSON, ERIN KNOX AND JESS MCARTHUR
NOMINATED BY: MRS ADAIR-MCAULEY



- ELLIE FOR EXCELLENT DENOMINATION AND KEY WORD WORK
- KWADWO FOR EXCELLENT RESEARCH ON HINDUISM AND A FAB DIWALI CARD DRAWING
- JESS, ERIN AND JESS FOR CONTINUED COMMITMENT TO CHALLENGING TASKS AND DETAILED RESPONSES



MRS SKINNER'S HISTORIANS OF THE WEEK!

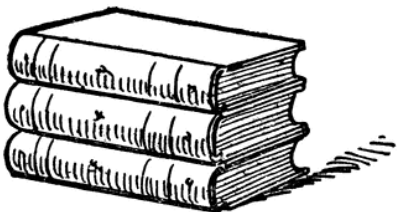


YEAR 8- ROHAN PERKINS CONTINUES TO WORK HARD ON ALL OF THE HISTORY TASKS HE HAS BEEN SET

YEAR 9- I'M REALLY PLEASED WITH THE RESPONSE FROM YEAR 9 TO THE GCSE HISTORY BRIDGING UNIT ON MEDIEVAL LIFE. FROM MY OWN CLASSES NOMINATIONS FOR - MAISY CHAN, MILLIE CLARK, CHARLIE HANNEN, BEN HARTRIDGE, DANIEL HARRIS, JOSIE HOWEY, DANIEL LEVITT, EVIE SHERWOOD, LIBBY SINCLAIR, LUKE SKILTON, CHARLOTTE STEWART, KATIE VASEY AND HARRY WESTWOOD

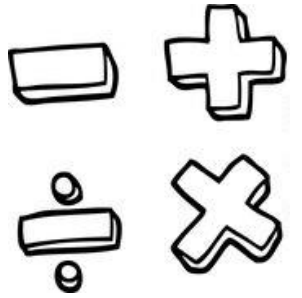
YEAR 10- EXCELLENT QUALITY OF WORK ON LAW ENFORCEMENT AND PUNISHMENT THROUGH TIME FROM EMILY BOYD, SAMUEL CASSERINO, AVA HO, KATIE PEARSON, NIAMH MCCAFFERTY, ROSE TAYLOR CAIN

YEAR 12- DAN MELROSE, JOE MURRAY, JAMES SAMPLE AND KATE ROONEY FOR OUR FIRST VIRTUAL LESSON!



YEAR 10 GCSE MATHS: SCARLET CULLEN

NOMINATED BY: MRS JOHNSON



MRS JOHNSON SAYS:

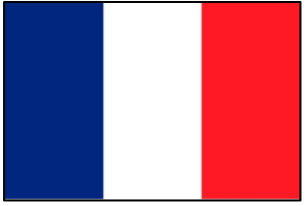
"I WOULD LIKE TO NOMINATE SCARLET FOR PRODUCING EXCELLENT WORK AS PART OF HER HOME LEARNING. I AM VERY IMPRESSED HOW HARD SCARLET CONTINUES TO WORK AND RESPONDS TO FEEDBACK ON GOOGLE CLASSROOM. WELL DONE SCARLET"



FRENCH: 7N3 KATE KILLEY

NOMINATED BY: MRS BALDWIN

"I AM NOMINATING
KATE FOR HER
ENTHUSIASM ABOUT THE
TASKS SET AND HER
EXCELLENT RESPONSE"



un rideau



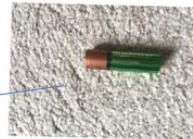
un portable



J'aime ajouter du
fromage à mes
pâtes!



un batterie



Ma télévision me
divertit la plupart du
temps!



une douche

un ordinateur

une cravate

un livre

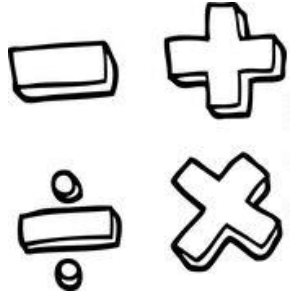
J'aime mon chien, elle
est très mignonne!

j'use mon bicyclette
pour rouler avec des
amis!

un fenêtre

l'herbe

MRS THOMPSON'S MATHEMATICIANS OF THE WEEK!



YEAR 8:



- REEMA ALTENDAN HAS RECENTLY PUT A LOT OF EFFORT INTO HER MATHS WORK AND COMPLETED MANY OF THE CURRENT TASKS.
- ANDREW PARKER AND ROHAN PERKINS - THROUGHOUT THE WHOLE SCHOOL CLOSURE PERIOD BOTH STUDENTS HAVE CONSISTENTLY PUT A LOT OF EFFORT INTO THEIR MATHS WORK AND ARE UP TO DATE WITH TASKS.

YEAR 9:



- MELODIE BAFF AND MEGAN BROOKS - BOTH STUDENTS HAVE KEPT UP TO DATE WITH TASKS AND COMPLETED ALL WORK SET.
- SHANE COCKBURN HAS RECENTLY PUT A LOT OF EFFORT INTO HIS MATHS WORK AND IS NOW UP TO DATE WITH EVERYTHING.

YEAR 10:



- JACOB BURNETT AND ROSE TAYLOR CAIN - THROUGHOUT SCHOOL CLOSURE BOTH STUDENTS HAVE KEPT ON TOP OF THEIR WORK AND COMPLETED THE TASKS SET.



GCSE PE YEAR 9 BRIDGING WORK

NOMINATED BY: MR TOWLER



MR TOWLER SAYS:

"WE HAVE BEEN EXTREMELY IMPRESSED WITH THE ATTITUDES AND WORK ETHIC OF A NUMBER OF THE YEAR 9 STUDENTS WITH THEIR 'BRIDGING TASKS' FOR GCSE PE. THE FOLLOWING STUDENTS HAVE REALLY THROWN THEMSELVES INTO THEIR STUDIES. THEY HAVE ATTEMPTED THE TESTS ON 'THE EVER LEARNER' SITE A NUMBER OF TIMES IN ORDER TO BEAT THEIR ORIGINAL SCORES, WHICH DEMONSTRATES A SUPERB APPROACH TO LEARNING AND A REAL DETERMINATION TO SUCCEED ON THE COURSE. WELL DONE EVERYONE AND KEEP UP THE AWESOME WORK!"

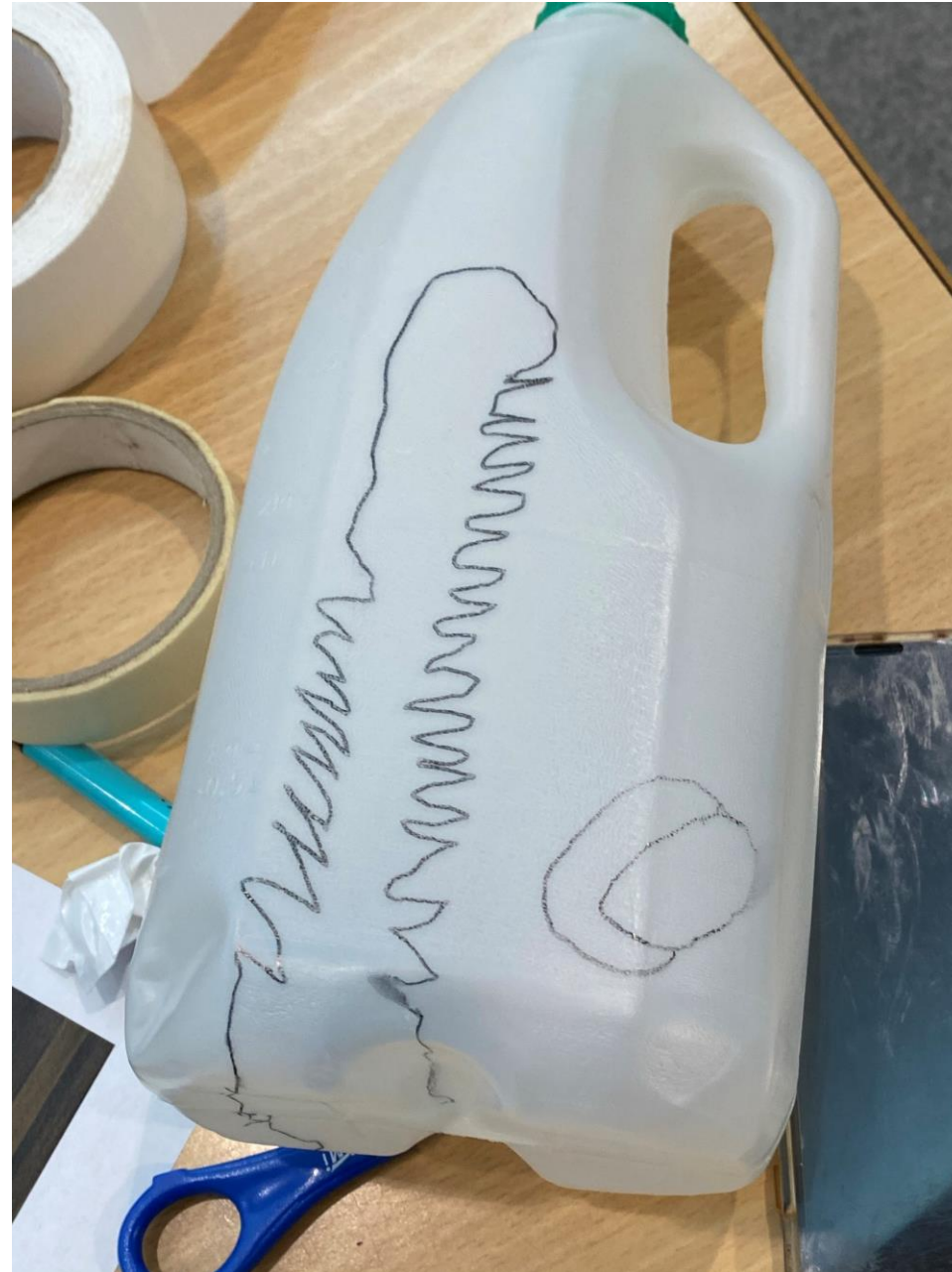
- ANDREIA CAMPOS PRADO
- MILLIE CLARK
- BEN HARTRIDGE
- EUAN MARSHALL
- TAMARA STRAKER
- ANNA TAYLOR
- BRADLEY TIPLADY



DT: 8N2 CAMERON SOUTHALL
NOMINATED BY: MS NEWTON-SCOTT

CAMERON MADE A DINOSAUR
FROM A MILK CARTON AS AN
UPCYCLING PROJECT WHILST
WORKING IN SCHOOL THIS
WEEK.

HERE IT IS – A WORK IN
PROGRESS!



ICT: 9N3 ISABEL PHELAN

NOMINATED BY: MS GILES

MS GILES SAYS:

“ISABEL WAS GIVEN THE TASK TO RESEARCH AND PRODUCE A LEAFLET TO HELP PEOPLE DECIDE WHICH KIND OF STORAGE MEDIA THEY SHOULD BUY.

ISABEL HAS PUT A LOT OF EFFORT INTO THIS. WHEN PRINTED IT LOOKS LIKE A REAL LEAFLET AND THE INFORMATION IS ACCURATE AND EASY TO UNDERSTAND. I ALSO LIKE THE EXAMPLES SHE HAS GIVEN.

WELL DONE ISABEL”



Types of storage

Magnetic:

Magnetic hard disks have a very high storage capacity but are usually very bulky. This type is long lasting but will eventually fail. They have a relatively quick access time and are cheap in a byte for byte comparison with other storage options. Magnetic tapes also have a high capacity for storage. They are relatively reliable but are susceptible to breaking. They have largely been replaced by hard drives but are still a cheap solution.

Optical:

CD-R/RW disks have 640 megabytes of storage. DVD disks have 4.2 gigabytes of storage and Blu-Rays have 25 gigabytes of storage. Optical disks have a slow access speed but are light, thin and portable. They are durable but susceptible to scratches and marks making them unreadable. They are easy to press data onto so can be widely distributed. Online movies can reduce clutter of many disks.

Solid state:

They have a reasonable storage capacity and are usually used in phones and cameras etc. They are non-volatile but do have a certain number of read-write cycles before breaking down. They are expensive but due to their lowering cost, they have become more popular. They are starting to replace magnetic storage as they have instant access. Computers are usually a mix of solid state and magnetic.

Scenario 6: Training videos

If it is a small file use optical but if it is a large file use magnetic or solid state.



Scenario 1: Helmet camera

This storage needs to be accessed quickly and portable. It also must be durable as it is susceptible to damage. It also must be reliable with lots of memory as it is capturing live video. In this example solid state drives would be the best option for their portability and instant access.

Scenario 2: Office computer

This storage needs to be quick access. It can also be less portable and durable as it will be in one position. It must be reliable and cheap so many computers can have it. The best storage for this scenario is either magnetic or solid state drives.

Scenario 3: Travel agents

This storage will need lots of space as there can be a backup of 800 gigabytes of data. It can be slow but must be portable to take for an external backup. For this reason it must be durable, reliable and a medium price. The best type of storage to use here is magnetic.

Scenario 4: home-school travel

It must be portable and durable as it will be susceptible to breaking. It must also be reliable as not to corrupt work files. This is why solid state drives are the storage to use here.

Scenario 5: Videogames

Can be slow as most games consoles download the files. It must be portable and durable to mass produce. It may also not get much use after its download. This is why optical storage is this choice.



GCSE SCIENCE: IONI EVIE HARTRIDGE, AVA HO AND JOE MORRISON

NOMINATED BY: DR FINN

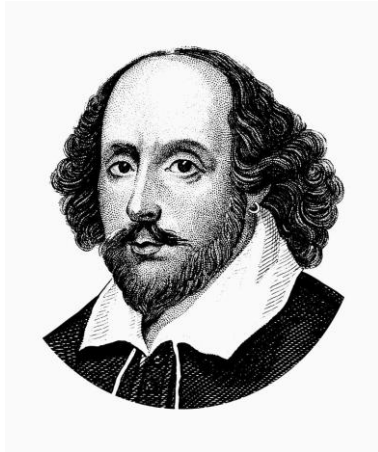


EVIE, AVA AND JOE HAVE SHOWN GREAT PERSEVERANCE WITH SOME TRICKY MATHS QUESTIONS IN CHEMISTRY THIS WEEK. WELL DONE TO YOU ALL!



ENGLISH: 7LHO LILY DADSWELL AND KATE KILLEY

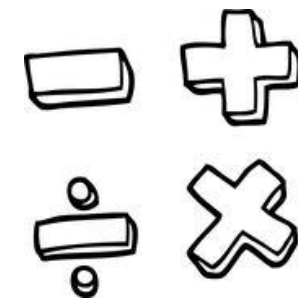
NOMINATED BY: MRS OLIVER



I AM NOMINATING LILY AND KATE FOR THEIR EXCELLENT JOB IN TACKLING SOME CHALLENGING SHAKESPEAREAN LANGUAGE AND MAKING A GREAT START IN THEIR STUDY OF 'A MIDSUMMER NIGHT'S DREAM'.



MISS ATKINSON'S MYMATHS STARS OF THE WEEK



7N1

LILLY BAKER
EILIS BARRIE
LILY DADSWELL
ALEXANDER GATENS
ROWAN HOGG
OWEN HUSBAND
DAISY JONES
ETHAN KOCAK
WILL SIMPSON
CHLOE STENTON
CARA WARD
ADELLE YOUNG

7S3

BROGAN CHURCHILL
SASHA CLARK
FAITH COOKE
MCCODIE HANDYSIDE
TRISTAN KOSALKA
ETHAN MCGUINNESS
OLIVIA MCSHERRY
MAISIE METCALFE
JESSICA NAYLOR
SOPHIE OXLEY
RUBY PATTERSON
LUCY SCORER

8S2

KWADWO DONKOR
ELA GUTHRIE
ABI MCARTHUR
AVA PREECE
ABBIE SEDDON
AIZAH SHARIEFF
FREYA STEELE
MADDISON TELFORD
JACK WATSON
MILLIE WILLIAMSON

9N2

ALI BLAIR
ERIN BREWIS
ELLIE SMITH
ANNA TAYLOR
BRADLEY TIPLADY
JOSHUA WALES



YEAR 10 GCSE BUSINESS AND ENTERPRISE: GEORGIA COWANS

NOMINATED BY: MRS TEALE



MRS TEALE SAYS:



"I AM NOMINATING GEORGIA SIMPLY FOR SUPER WORK! KEEP IT UP GEORGIA!"



YEAR 8 CAMERON SOUTHALL

NOMINATED BY: MS GILES

IN SCHOOL THIS WEEK CAMERON HAS BEEN THINKING ABOUT HIS FEELINGS ABOUT THE PANDEMIC. HE HAS CREATED A BOOKLET AND STARTED WORKING ON A HELMET FOR A NHS SUPERHERO.

THIS IS LOVELY WORK CAMERON!



YEAR 9 TRIPLE SCIENCE: ANDREIA CAMPOS, MATTHEW HARRIS AND MAX WRIGHT

10S1: SAMUEL CASSARINO, ERIN LORD, NIAMH MCCAFFERTY AND ROSE TAYLOR CAIN

NOMINATED BY: MRS ANDERSON

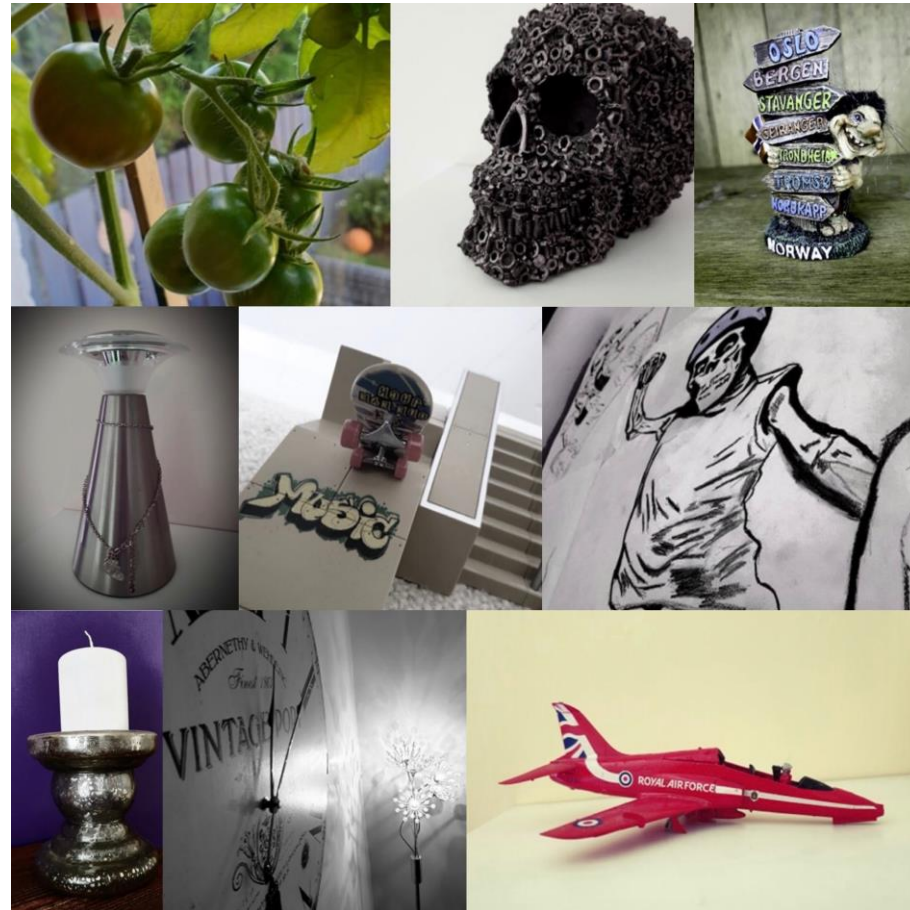
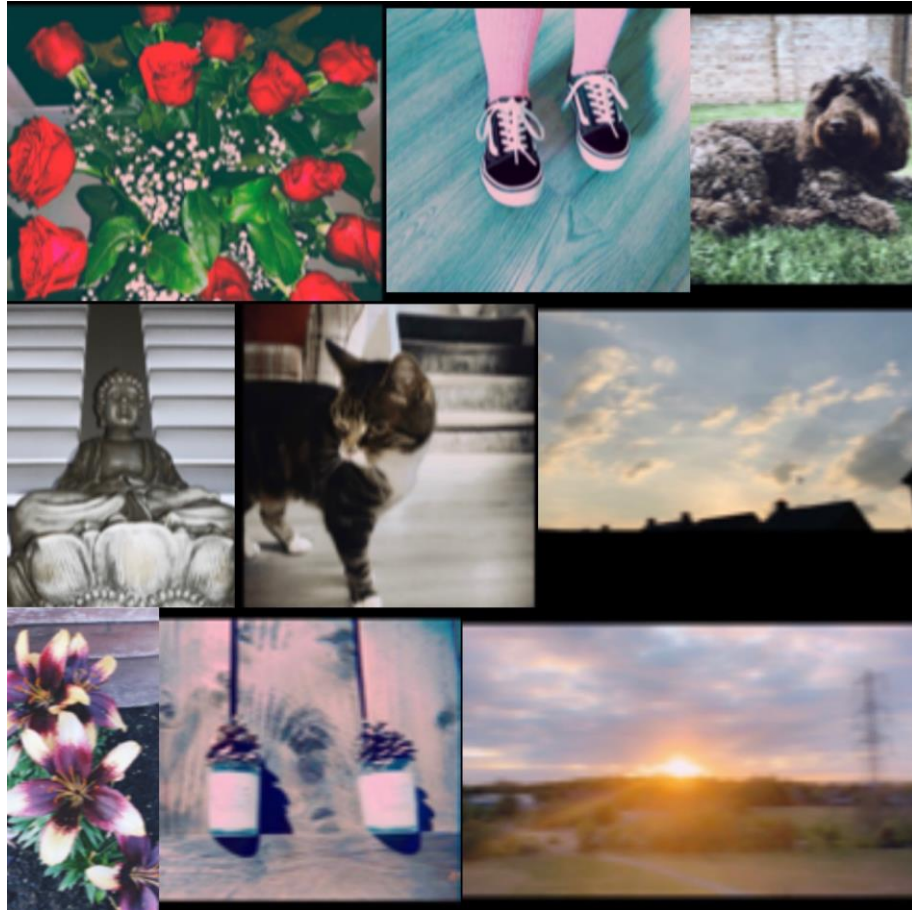


ANDREIA, MATTHEW AND MAX HAVE COMPLETED ALL OF THE EXTRA CHEMISTRY ASSIGNMENTS AND SENECA WORK EARLY - A GREAT START TO THE CHEMISTRY COURSE.

SAMUEL, ERIN, NIAMH AND ROSE CONTINUE TO COMPLETE HIGH QUALITY ASSIGNMENTS EVERY WEEK.



PHOTOGRAPHY YEAR 9 BRIDGING WORK: MEGAN BROOKS AND ANNA TAYLOR
NOMINATED BY: MRS WOODHOUSE



HERE ARE MEGAN
AND ANNA'S
EXCELLENT
RESPONSES TO THE
THEME: "MAKING
THE ORDINARY...
EXTRAORDINARY"



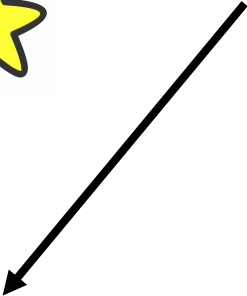
DRAMA: YEAR 8SI KWADWO DONKOR YEAR 10 GCSE DRAMA: ELEANOR WILSON NOMINATED BY: MRS MAUGHAN

ELEANOR HAS BEEN
 STEADILY WORKING AT
 HOME, COMPLETING
 ALL TASKS THOROUGHLY
 AND IN DETAIL. A
 HOME LEARNING
 SUPERSTAR!



BLOOD BROTHERS KNOWLEDGE ORGANISER	
Characters – list words to describe them in the 60s, 70s & 80s	
Micky 60s – excitable, streetwise 70s – teenager, awkward, 80s – depressed, hooked on antidepressants	Eddie 60s-naive, polite 70s-teenager, self assured 80s-successful, wealthy
Mrs Johnstone 60s- lonely, stressed, unpopular 70s- happy, popular, little bit wealthier 80s- less stressed, happy	Mrs Lyons 60s- happy, slightly unstable 70s- paranoid, insecure 80s- extremely paranoid, highly unstable.
Linda 60s- protective, streetwise. 70s- flirtatious, protective. 80s- stressed, anxious.	Narrator 60s- laid back, casual 70s- antagonising, looks for a rise. 80s- more casual, watches over them.
Themes – What are they and how are they shown?	
Social Class treatment from police and other officials, housing, clothing, speech, treatment of children, amount of children.	Education Private vs public school, class sizes, behaviour, uniform, money differences depending on wealth
Nature vs Nurture the twins' split at birth, difference in jobs and opportunities, environment, treatment.	Fate & Destiny the twins' deaths, their always being brought together, Eddie and Mickey growing up the way they did.
Growing up/coming of age we see their whole life, we get to see them grow up.	Money how different the twins' lives were because of money, and how different they ended up.
Context – Explain what it is and give an example from the play.	
Willy Russell the play writer, he grew up working class so has a better idea of how Mickey lived rather than Eddie, this may be why we see more of Mickey's story than Eddie's.	Class structure the hierarchical organisation of society, the characters in blood brothers are largely defined by the social class they are in and live vastly different because of it.
Life chances the opportunities we are given in life. This is shown through the opportunities that arise for Eddie and don't for Mickey and what they are able to achieve because of them.	Liverpool in 60s, 70s and 80s How Liverpool is seen from Mickey's perspective is very different from how Liverpool is seen through Eddie's eyes.
Marilyn Monroe she is mentioned several times throughout the play, firstly as an idol figure but later on in the play Mrs J begins to see how terrible her life really was and compares Mickey's addiction to Marilyn's addiction. Although Monroe began as an icon of beauty and aspiration, she ends up being yet another tragic example of a life gone terribly awry.	Education This is shown by how vastly different the twins' education was and how it set them up for later life, this also pulls into social class.
Poverty & Employment Shown by the economic depression that Mrs J struggled through and the economic depression Mickey went through and how they both struggled with money and employment.	Housing Poor public housing, run down, poverty in contrast to middle/upper class- wealthy areas. Classes did not mix.

KWADWO HAS COMPLETED ALL OF HIS DRAMA TASKS AND EMAILED THEM TO US. HE IS OBVIOUSLY WORKING INCREDIBLY HARD AT HOME AND SPENDING TIME AND THOUGHT ON ALL OF HIS DRAMA ACTIVITIES PRODUCING SOME GREAT WORK. ANOTHER HOME LEARNING SUPERSTAR!



Soap Opera script

(ALEX AND MANNY WALK INTO THE RESTAURANT AND SEE JACK SITTING WITH VIOLET. THEY TRY TO AVOID EYE CONTACT BUT ARE SPOTTED.)

JACK: [SMUG] Well, well, well look who it is

VIOLET: [SMUG] It's Jake and his boyfriend

ALEX: [SARCASTICALLY] Ha very funny

[MANNY AND ALEX TRY TO LEAVE BUT JACK TAGS ON ALEX'S SLEEVE, MAKING HIM FALL BACK SLIGHTLY]

ALEX: [ANNOYED] WHAT ARE YOU DOING?!

JACK: [SARCASTICALLY] I don't want my dear brother to leave. The party just star-

ALEX: [ANGRY] Listen Jack, I'm tired of you pushing me around. I already know your company's secret and once I get it out into the world-

[JACK PULLS ALEX TOWARDS HIM AND WHISPERS IN HIS EAR]

JACK: [WHISPERS] Listen Alex, your nothing. If you think anybody will believe you then very wrong. Now get.

[JACK PUSHES ALEX AWAY WITH FORCE BUT MANNY CATCHES ALEX]

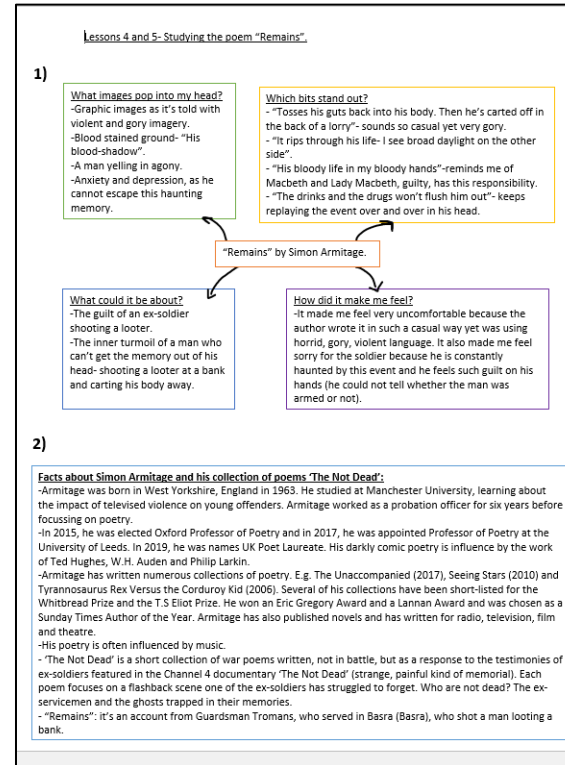
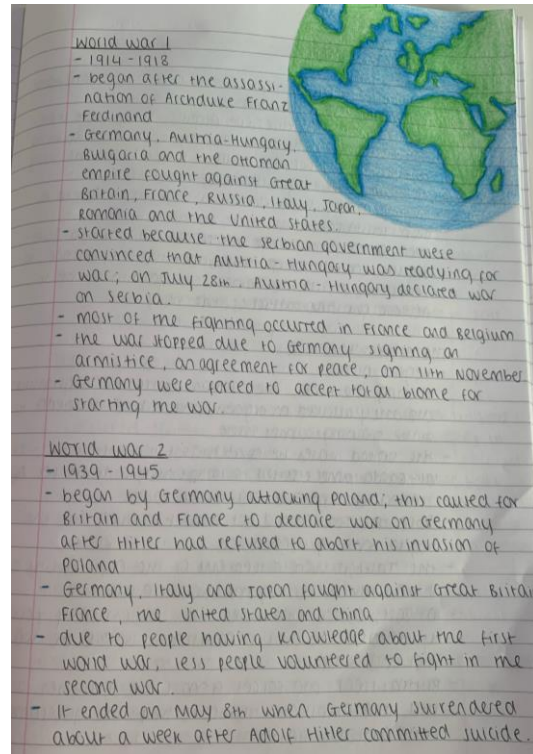
END SCENE



YEAR 10 GCSE ENGLISH: LUCY BROUGHTON, AVA HO AND JESSICA MCARTHUR

NOMINATED BY: MR COOK

"I WOULD LIKE TO NOMINATE LUCY, AVA AND JESSICA FOR THEIR EXCEPTIONAL WORK ON 'POWER AND CONFLICT' POETRY. THEY HAVE ALL WORKED EXCEPTIONALLY HARD, SPENT LOTS OF TIME AND GONE BEYOND THE CALL OF DUTY TO PRODUCE EXTREMELY HIGH-QUALITY WORK!"



Friday 22nd May

How are the effects of war presented in the poem 'War Photographer' by Carol Ann Duffy?

'War Photographer' by Carol Ann Duffy explores the distressing and indescribable effects in which the horrors of the war had on war photographers. Through the use of dark imagery and emotive vocabulary, Duffy explores the hardships and suffering that the photographers of the war were forced to endure. "In his darkroom" This opening line is extremely powerful, as the use of an anastrophe emphasises the adverbial phrase and instantly creates vivid imagery for the reader. The dark room represents the pain and depression the war photographer encounters as a result of the suffering he sees. This highlights the fact that the memories and images are permanent, which shows the deep-rooted effects that the war has on a person's mental health. The dark room may also signify the way humans deliberately hide and block out unpleasant truths, which suggests that the effects of war can inflict a sense of loneliness and isolation for those who have experienced it. Throughout stanza one, war is closely contrasted with a church and Duffy uses an array of religious analogy to compare the effects of war to a number of religious aspects. The comparison to a church is significant as it suggests that the darkroom is a sacred place and may also imply that the photographer performs the role of a priest. This comparison can be made as both the photographer and the priest take their jobs seriously and carry out sacred duties. By developing the pictures, the photographer recreates the deaths of the victims of the war which represents the fact that the photographer is like a priest, conducting their funerals. Carol Ann Duffy uses the whole of stanza one to compare the effects of war to another element of life. This indicates that the effects of war are indescribable and that the comparison is needed in order to convey the inexpressible deep-rooted effects of war, in a way that the audience will understand.

Carol Ann Duffy also explores how civilians reacted to the effects of war and reveals the lack of both understanding and compassion in which they had to the devastation inflicted by the war. "Rural England." Despite being in the middle of a line, the words 'Rural England' are enclosed by two full stops. This constructive use of a caesura forces the reader to stop and instantly separates the previous descriptions of war, to the photographers home town. By doing this, the poet immediately puts up a wall between what he has experienced at war and what he returns home to, which creates a sense of disconnection and detachment. The phrase 'Rural England' creates a sense of homeliness and has connotations of comfort and safety, which contrasts with the previous descriptions of the daunting war zones. By disconnecting the two locations, this also separates the people in the war zones, to the civilians safe in their homes, which demonstrates that those at home are completely unaware of the devastation and



DRAMA: 7S1 SOPHIA DONNISON

NOMINATED BY: MISS HOULTON

THE TASK WAS TO WATCH A PERFORMANCE OF THE MIDNIGHT GANG AND ANSWER A SERIES OF QUESTIONS IN RESPONSE TO THE PERFORMANCE.

SOPHIA HAS WRITTEN IN GREAT DETAIL ABOUT THE PERFORMANCE AND HER THOUGHTS ON THIS.

WELL DONE SOPHIA!



This is a review about the musical, The Midnight Gang. The midnight gang is about a boy called Tom, who has been hit by a ball while playing cricket, and wakes up in Lord Funt Hospital on the children's ward, under the care of the horrible, kid-hating matron, who's in-charge. She makes sure the children on the ward don't have any fun, and because of that the children are part of the Midnight gang, which is an old, hospital tradition that makes dreams come true for sick children.

I think the set, ~~and~~ lighting and the costumes were most successful because the fact that the set was small, and dark suggests it wasn't a very nice place to be in, and the fact that all the children's clothes were dirty suggests that they weren't looked after very well. Also, the fact that the matron ~~was~~ had given Tom a pink nightdress suggests she didn't care about them much.

In one scene, ~~they~~ the audience see what the midnight gang does for the first time. One of the children's wish was to go to the arctic, but while they were there they met a snow monster, which chased them around the stage. In this scene, the actors run around the stage, occasionally looking around their shoulders to see if the monster was gone. This was effective because it caused suspense, and made me wonder if they would get away, or get captured.

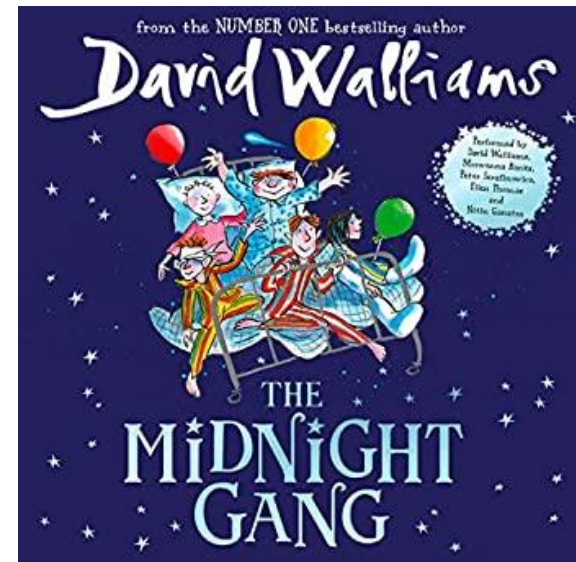
Tom was an 11 year old boy who was brought to Lord Funt Hospital after a cricket ball hit him on the head. The fact that he got hit on the head by a cricket ball could suggest he likes cricket, and it could also suggest that he could be a bit clumsy or accident-prone. In one scene towards the start of the musical the actor used his vocal and physical skills when he sang a song to express his feelings about his pink, frilly night dress. I liked the performance in this. It emphasises on how ~~friendship~~ friendship is important. I would rate this musical 9/10 stars.



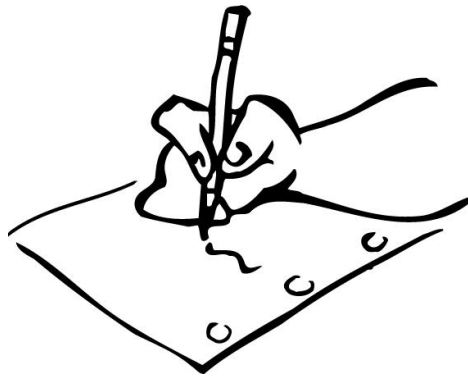
The set was dark and small, with 5 beds, one for each of the children. To the right hand side, there is a set of stairs, which leads to the matron's office.

In the scene where Tom ~~was~~ got the pink nightdress, the set was used effectively because the matron came downstairs, from her office and checks no-one has any of the banned items, and then goes into a separate room to ~~find~~ find something for Tom to wear, then comes back with a ~~the~~ nightdress. This was effective because it caused a moment of suspense for the viewers. When the matron came out with the pink nightdress I ~~laughed~~ laughed, but ~~also~~ I also felt sorry for Tom, who had to ~~be~~ sit through taunts about his pink, frilly night-dress.

Tom's costume is a frilly pink nightdress. In one scene, where Tom got his night-dress he sang a song to express ~~his~~ how he felt about the pink nightdress. This was effective because it made me feel sorry for Tom.



YEAR 10 GCSE SPANISH: AIDAN APPLETON, SAMUEL CASSARINO-LOPEZ, EVIE HARTRIDGE,
KENZIE HEATHERINGTON AND JESSICA MCARTHUR
NOMINATED BY: MISS NORTON



MISS NORTON SAYS:

"THESE YEAR 10 SPANISH STUDENTS HAVE
TACKLED A TRICKY GCSE WRITING QUESTION
AND HAVE PRODUCED SOME FAB ANSWERS!"



YEAR 9 HOSPITALITY AND CATERING BRIDGING WORK: GRACE ARCHIBALD,
BETHANY DRIVER AND LIBBY SINCLAIR
NOMINATED BY: MISS PURVIS



- LIBBY- PRODUCED GREAT SKETCHES FOR THE UNIFORMS OF HER STAFF.
- GRACE- HAD DETAILED INFORMATION ON HOW TO BE ENVIRONMENTALLY FRIENDLY AND MADE A DISH AT HOME PRESENTING IT IN HER OWN TAKE AWAY CONTAINER.
- BETHANY- PRESENTED HER WORK WELL AND WROTE IN DETAIL ABOUT HEALTHY EATING.

