

ART: L Hawkins





SCIENCE: A Sheppard

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GEOGRAPHY: S Price



TEXTILES: S Cavagnini



SCIENCE: L Wallace

0 Below are different performance skills that you can use to create atmosphere. Can you describe what these skills are? Use of Voice to chate en'e ness E.g. Tone, Pitch and Volume Facial to make the tension Expressions niah Eye Contact more creepy nex to make creekynes Gestures to make the tension Space high

DRAMA: S Price



MATHS: T Spellman





ART: P Salan

RIVERS, COAST & LANDFORMS

- A river is a natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river. They play a very important part in the water cycle, they provide excellent habitat and are a source of foood for many animals, provide travel routes for commerce and provide fertile soil.
- A coast is the land along the sea. Coasts are constantly changing and they are important to the ecosystem. They help us understanding natural events, they provide habitats for marines plantes, animals and insects.
- A landform is a feature on the Earth's surface. Mountains, hills, plateaus and plains are the four major types. Minor landforms includds canyons and valleys. Tectonic plate move,ent can create landforms by pushing up mountains and hills.

GEOGRAPHY: S Cavagnini

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GEOGRAPHY: J Fletcher



GEOGRAPHY: P Salan



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TEXTILES: T Spellman



ART: S Price

LO: To develop an understanding of the methods used by Zephaniah to create his message.

What is a rhetorical question?

A question that does not need an answer

What do you think Ranft has used these two rhetorical questions in his poem? What does he want the reader to think about?

And what was I, if not a casualty to your myth?

A lesser realm smithereened in the cosmology of your fist?

He has used these two rhetorical questions because he does not expect an answer and he wants the reader to think about the question.

Find the simile in the poem. Write it here: As you loomed above me like gallows.

What is the emotion shown?

The emotion shown in the simile is that he's high school bullies appeared.

What is Ranft comparing and why is this so important? What does the poet want his readers to think the bullies are like?

He's saying bullies are bad people and they hurt you. Most bullies have things going on at home and they take it out on others. This is important because some people who are being bullied end their own lives through the bullying.

Why does the poet use lots of personal pronouns throughout 'l', 'my', 'myself' and 'me' ?

The poet uses lots of personal pronouns because he may have been the one who was getting bullied when he was at school and it was really horrible.

What do you think the poet is trying to create by using words like 'injustice', 'betray', 'belt' and 'nightmare'?

Because they are important in the poem.

What does this simile mean 'You pinned me to the wall like a suicide note'? What does the poet want us to think about?

The simile is trying to tell the reader that is how they felt when they were being bullied and they felt suicidal.

Reflection: What do you learn about the use of methods used in this poem to show the ideas of bullying?

I have learnt that bullying is not good. Nobody should bully anyone and nobody should take their own lives and feel like they are nobody.

The Snow Child Assessment

Throughout the narrative, "The Snow Child", the writer Carter is trying to show us how easy is for men to move from one woman to the other, but on the contrary, women always try to hold on a man. Doing everything to have them including losing their own identity and being considered nothing more than an object which also leads to competitivity between women.

The Countess was the main desire of the Count but things changed after some years. The man keeps desiring a different woman totally different from the one that he married. Young, beautiful and pure. The child of his desire is just a product of his physical desires, a fantasy. The Countess knows all of this in fact she tries to change herself. She wears a "black fur with a touch of scarlet" and "pelts of black foxes". Wearing black makes you look slimmer which means that she is not in shape anymore and that she is not young. But also indicates the fact that she is not pure anymore, a women needs to be virgin when marrying a man but a man doesn't need to. Her husband already knows everything about her and he got bored of her, this is why he desire something new, something that he never experienced. The use of the adjective "scarlet" symbolizes the desire and there is not a lot left. Furthermore the reader understands that the man is bored of his wife and wants to move onto another more young and pretty. This also links to feminism because once the Countess wasn't beautiful any more the Count didn't want her anymore which shows why women are obsessed with their physical appearance, they are scared to lose what they have if their are not pretty enough.

When the main desire of the Count, the child, the Countess felt threatened. She was younger and beautiful, exactly what her husband wanted. He didn't want her that why she "hated her". She doesn't approve the fact that she can get her position so easily. Her

husband had risen her to her level, she didn't have to struggle or commit simply because she is beautiful. She tries to make her go down by getting her to pick up her things from the snow but the Count always found new excuses not to make her level down, he was convinced that buying new and expensive was the only thing that she wanted, he is using objects to make her pretty. Here we can see the rivalry, she has been her husband's object for years but she still wants that position so much that she started acting as her husband. The Countess couldn't make the child her object because she is not the object of her desire, so she tried to make the child her servant even if the Count didn't allow her. The reader can learn how superficial men are, thinking that all women want are object and that women try to hold on to something that is not real as the relationship between them. This also links to feminism because the woman had a different idea or opinion from the man but because she is a women, he just ignored her.

During the lasts line of "The Snow Child", Carter, talks about a rose. A rose which kills the child. I think that this symbolize how such a beautiful and fragile thing can cause such a tremendous pain. The verb "bites" indicates the pain of being a man's object, which is what she is going through. After the child melt, the Countess realizes that it doesn't matter how much she looks perfect outside, inside she fells like that stain, nothing. She doesn't know who she is anymore but she knew that for some reason she keeps wanting him just for her, for pride maybe. She couldn't let anyone know her true self or feelings. The thorn of the rose can represent one little thing that she as always being hiding, but now it is out and she doesn't know how to control that is why it bites. The reader furthermore understands that

even if she looks alright, inside she is not. Not talking about your feelings can make you go mad, like the Countess, she has created the dream woman of his husband in her mind. This can also be connected to feminism because women are supposed to be the

sensitives one but they are also the ones forced to hide their feelings.

Throughout the narrative, "The Snow Child", the writer Carter is trying to show us how men to desire something that they don't have and don't appreciate what they already have. And this always effects women because they try to satisfy them. Doing everything to have them including losing their own identity and being considered nothing more than an object.

ENGLISH: S Cavagniini

Maths Report on how this subject is helpful in showing the spread and what is happening to the society due to the Coronavirus outbreak:

<u>TASK 1:</u>

1. It is worrying, especially for people with underlying conditions (such as asthma) or for those suffering with mental issues (anxiety or depression) when the number 172 for the deaths is stated. Being able to percentage this to only 2% should enable people to calm down and realise that in proportion, this isn't really a lot, considering the cases number is a lot higher.

2. Graphing and plotting skills enable us to understand what the graph is trying to tell us as we can understand what impact each variable has on the case and whether the infection gets worse or not. This can help us to understand what we need to do in order to lower the death and infection rates. (For example, if the infection rate is higher for those in a certain category, we can see what they are doing differently to everybody else to understand why and what needs to change.)

3. Proportion and ratio also enable us to understand and see more clearly how the disease spreads. (For example, this skill has shown us that for every 1 person with the disease, they spread those germs and bacteria to two other people and this continues in a linear sequence, this can be displayed as for every one person, two others get contaminated.)

<u>TASK 2:</u>

The deaths to the infected rate for each date given:

Formula= (deaths/ positive cases) * 100 7th March=1% 8th March=0.7% 9th March=0.9% 10th March=1.6% 11th March=1.3% 12th March=1.4% 13th March=1.4% 14th March=1.8%

16th March=2.3%

17th March= 3.6%

18th March=4%

19th March=4.4%

20th March=4.3%

21st March=4.6%

22nd March=4.9%

23rd March=5%

24th March=5.2%

25th March=4.9%

26th March=5%

27th March=5.2%

28th March=6%

29th March=6.3%

30th March=6.4%

<u>TASK 2B:</u>

<u>TASK 3:</u>

4 different representations of graphs, explain why they have been used (advantages.) Write an explained paragraph to the Government to explain which technique is best to use and to be understood.

Maps of the world have been used to show data of where the virus has spread to as there are still a few places in the world that are not infected. This map has a key to show where the higher death and infection rates are and where the lower ones are. This is indicated via colours so that even the illiterate can understand this.

Line graphs have been used to show the correlation between variables. This shows if each variable has an impact on the spread and death, infection rates and if so, how effective they are towards it. This can help in prevention of the spread if

people can understand that the components that have a worse impact on the spread can be avoided to resolve this.

Bar charts will indicate easily and clearly the comparison between different places, how high or low the rates are compared to others but this could lead to discrepancies if the numbers are close, it would be hard to see which is higher or lower. Pie charts are used very rarely to show the rates in different countries as they can lead to all sorts of inaccurate views as it is hard to distinguish between the angles and sizes. This makes it hard to clearly state which country is better or worse in terms of health and infection.

After carefully researching positives and negatives of each method used to clearly state where in the world the worse infection and death rate is, I believe that Line Graphs are the best to use as they can be used for the literate and illiterate. This means that they are easier to understand and read, giving more people out there an accurate view of what is going on in our society in these circumstances as they leave with minimum discrepancies. They can be used for many different variables also so that many different things can be compared using this one method, instead of having to use many different graphs to explain many different parts of crucial information.

<u>TASK 4:</u>

Carry on the sequence for the RO of the infection spread- First 12 terms:

1, 2, 4, 8, 16, 32, 64, 128, 256, 512, 1024, 2048.

The name given to this sequence is geometric sequence.

RO=3... First 12 terms:

1, 3, 9, 27, 81, 243, 729, 2187, 6561, 19683, 59049, 177147.

<u>TASK 4B:</u>

Choose another virus/disease and find their RO's to find a pattern/sequence.

Measles- RO of 12 to 18 (14):

1, 12, 144, 1728, 20736, 248832, 2985984, 35831808.

This disease is more contagious as it has a higher number of people for the same term in the sequences. To compare, make sure that it is the same number term in the sequence and see which number is greater. This is more contagious.

Ebola- RO of 2:

1, 2, 4, 8, 16, 32, 64, 128.

Ebola disease is less contagious on average than Measles as it has a lower RO in this sequence. Choose the 5th term and the 5th term from Measles and Measles has the higher number. This means that Measles is more contagious.

MATHS: J Fletcher