

BROUGHTON

HIGH SCHOOL

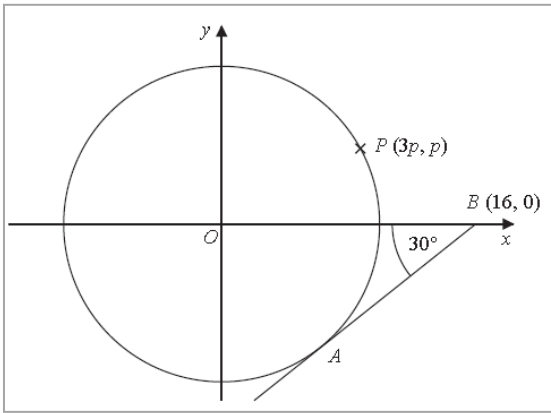
Newsletter No 5

30th September 2019

Dear Parents,

As you are aware, GCSE exams have been amended to incorporate a greater degree of challenge. There is far more content to cover, more information to memorise and the questions require candidates to apply their knowledge. In addition, we have noticed that the language is becoming even more complex. Pupils have to 'de-code' the question before attempting an answer. Could you begin to answer these questions from this Summer's GCSE exams!?



MATHS	<p>The diagram shows the circle centre O.</p> <div></div> <p>AB is the tangent to the circle at the point A. Angle $OBA = 30^\circ$</p> <p>Point B has coordinates $(16, 0)$ Point P has coordinates $(3p, p)$</p> <p>Find the value of p. Give your answer correct to 1 decimal place. You must show all your working.</p>															
ENGLISH LITERATURE	<p>Starting with this moment in the play, explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural.</p>															
SCIENCE	<p>(a) Molten zinc chloride is an electrolyte.</p> <p>(i) Which row shows the products formed at the anode and at the cathode when molten zinc chloride is electrolysed?</p> <table><thead><tr><th></th><th>product at anode</th><th>product at cathode</th></tr></thead><tbody><tr><td><input type="checkbox"/> A</td><td>oxygen</td><td>zinc</td></tr><tr><td><input type="checkbox"/> B</td><td>chlorine</td><td>hydrogen</td></tr><tr><td><input type="checkbox"/> C</td><td>chlorine</td><td>zinc</td></tr><tr><td><input type="checkbox"/> D</td><td>oxygen</td><td>hydrogen</td></tr></tbody></table> <p>(ii) Which of the following is the reason why molten zinc chloride is an electrolyte?</p> <p><input type="checkbox"/> A it contains molecules that can move</p> <p><input type="checkbox"/> B it has a giant structure</p> <p><input type="checkbox"/> C it contains delocalised electrons</p> <p><input type="checkbox"/> D it contains ions that can move</p>		product at anode	product at cathode	<input type="checkbox"/> A	oxygen	zinc	<input type="checkbox"/> B	chlorine	hydrogen	<input type="checkbox"/> C	chlorine	zinc	<input type="checkbox"/> D	oxygen	hydrogen
	product at anode	product at cathode														
<input type="checkbox"/> A	oxygen	zinc														
<input type="checkbox"/> B	chlorine	hydrogen														
<input type="checkbox"/> C	chlorine	zinc														
<input type="checkbox"/> D	oxygen	hydrogen														

SCIENCE (Continued)	<p>(b) Copper sulfate solution was electrolysed using copper electrodes.</p> <p>(ii) Draw a labelled diagram to show the apparatus that is used to carry out this electrolysis in the laboratory.</p> <p>(ii) Before the electrolysis, the masses of the electrodes were determined. After the electrolysis, the electrodes were washed and dried and their masses re-determined.</p> <p>Figure 6 shows these masses and the resulting changes in masses of the electrodes.</p> <table><tr><th></th><th>mass of electrode before electrolysis in g</th><th>mass of electrode after electrolysis in g</th><th>change in mass of electrode in g</th></tr><tr><td>anode</td><td>11.27</td><td>10.42</td><td>−0.85</td></tr><tr><td>cathode</td><td>11.32</td><td>12.17</td><td>+0.85</td></tr></table> <p>Figure 6</p> <p>Explain these results.</p>		mass of electrode before electrolysis in g	mass of electrode after electrolysis in g	change in mass of electrode in g	anode	11.27	10.42	−0.85	cathode	11.32	12.17	+0.85
	mass of electrode before electrolysis in g	mass of electrode after electrolysis in g	change in mass of electrode in g										
anode	11.27	10.42	−0.85										
cathode	11.32	12.17	+0.85										
GEOGRAPHY	<p>'Japan is in stage 5 of the Demographic Transition Model (DTM) and is a highly developed country.'</p> <p>Explain this statement. Use Figure 5 and your own understanding.</p>												
HISTORY	<p>'During the Norman period, the main consequences of castle building were military.'</p> <p>How far does a study of Pevensey Castle support this statement?</p> <p>Explain your answer.</p> <p>You should refer to Pevensey Castle and your contextual knowledge.</p>												
RELIGIOUS STUDIES	<p>Describe the influence of culture on Christian attitudes about equality.</p>												
FOOD PREPARATION AND NUTRITION	<p>Nutritional needs change during various life stages.</p> <p>Discuss the nutritional needs of the following groups:</p> <ul style="list-style-type: none">• Pre-school children• Teenagers• Later adulthood												
HOSPITALITY AND CATERING AWARD	<p>There are a number of factors affecting the success of hospitality and catering establishments. One of these factors is the media.</p> <p>Explain how the media can affect the hospitality and catering establishments in a positive and negative way.</p>												
DESIGN TECHNOLOGY	<p>The design and manufacture of products has an effect on our planet and environment.</p> <p>Analyse and evaluate the issues a consumer may consider before deciding to purchase products. Give examples in your answer.</p>												
DRAMA	<p><i>Pupils can be asked questions on any extract from Arthur Miller's 'The Crucible'. Therefore, pupils need to be familiar with the entire play so that they can recognise the extract and give context in their answer.</i></p> <p>There are specific choices in this extract for a director.</p> <p>(i) As a director, discuss how you would use one of the production elements below to bring this extract to life for your audience.</p> <p>You should refer to the context in which the text was created and first performed. Choose one of the following:</p> <ul style="list-style-type: none">• Costume• Props/stage furniture• Lighting												

MUSIC	Explain how Haydn used musical elements in the second movement to create passages with a clear sense of balance and passages which contrast with these.
BUSINESS STUDIES	Evaluate whether or not Ford Motors should continue to use the product lifecycle when planning the marketing of its products.
P.E.	<p>Specificity is one principle of training that would allow a gymnast to focus on relevant exercises suited to their routine.</p> <p>Using practical examples, explain the use of other principles of training in a gymnastic training programme.</p> <p>Evaluate reasons why some gymnasts may use beta blockers within their training programme.</p>
COMPUTING	<p>Margaret uses a program to help her determine the selling price for each batch of ice cream based on the production cost, profit and tax.</p> <p>(a) The pseudocode for an algorithm to calculate the selling price of ice cream is shown. The items TAX and PROFIT are constants.</p> <pre> 2 CONST REAL TAX 3 SET TAX TO 0.20 4 CONST REAL PROFIT 5 SET PROFIT TO 0.06 6 7 SEND "Welcome to the selling price calculator" TO DISPLAY 8 # input the production cost 9 SEND "Enter production cost:" TO DISPLAY 10 RECEIVE costProd FROM (REAL) KEYBOARD 11 12 # add 6% to production cost 13 SET profit TO PROFIT * costProd 14 15 # add 20% tax to total cost 16 SET tax TO TAX * (costProd + profit) 17 18 # calculate total selling price 19 SET sellingPrice TO costProd + tax + profit 20 21 # print total cost, production cost, profit, tax 22 SEND "Your calculation is shown below" TO DISPLAY 23 SEND "Price: " & sellingPrice TO DISPLAY 24 SEND "Production: " & costProd TO DISPLAY 25 SEND "Profit: " & profit TO DISPLAY 26 SEND "Tax: " & tax TO DISPLAY </pre> <p>Explain why it is good programming practice to define values as constants, rather than as fixed values in the code.</p>

FRENCH

Poverty

While on holiday in France, you see a blog on people's attitude to poverty.

Pourquoi est-ce que certaines personnes vivent dans la rue ?

Quel parent ne s'est jamais senti gêné et mal à l'aise face aux questions de son enfant sur la pauvreté ? Il est évident que la pauvreté rend les enfants anxieux.

Comment combattre les idées fausses des enfants ? Par exemple, on entend souvent « les SDF n'ont pas bien travaillé à l'école en dépit de leur talent. » Plein de gens (pas la majorité mais un nombre important, quand même) nourrissent au moins une idée fausse sur la pauvreté comme « les aides monétaires découragent les gens de travailler. »

Il faut expliquer aux enfants les vraies causes de la pauvreté, telles que le divorce, les effets de l'usage de l'alcool et des drogues et, en première ligne, la dépression et les troubles de la personnalité.

Write the correct letter in the box.

How do parents often feel when children ask about poverty?

A	Uncomfortable
B	Worried
C	At ease

☐

What do children often think is the cause of homelessness?

A	Lack of a job
B	Lack of effort at school
C	Lack of talent

☐

GERMAN

Festivals and traditions

Answer the questions in **English**.

Der erste Mai ist der Tag der Arbeit und ein Feiertag in ganz Deutschland. In den Großstädten organisiert man oft politische Proteste, wo man mit Plakaten durch die Straßen marschiert.

In ländlichen Gegenden verbringt man den Tag meist mit der Familie auf einem Volksfest im Dorf. Oft errichtet man einen Maibaum am Vorabend zum ersten Mai. Man schmückt den Baum und setzt eine Krone oben darauf.

Manchmal kommen die jungen Menschen aus benachbarten Dörfern in der Nacht und versuchen, den Maibaum zu stehlen. Deshalb bewacht man ihn oft.

Es gibt auch eine Tradition der Liebesmaien in einigen Regionen. Hier stellen unverheiratete Männer eines Dorfes Bäume vor die Fenster aller unverheirateten Frauen, und hoffen dabei die Liebe zu finden.

1 How **exactly** do Germans protest in cities on 1 May?

2 Give **two** details about the tradition of building a maypole in German villages.

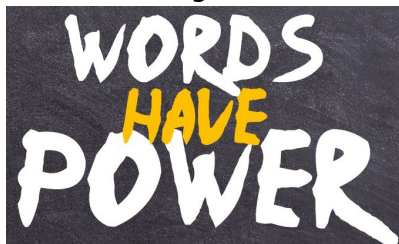
1 _____

2 _____

3 What could possibly happen to the maypole?

4 How do unmarried men sometimes seek love on 1 May?

Not quite as easy as you thought?! Now you begin to realise how hard your sons and daughters had to think and work to achieve their portfolio of GCSE



results. What is readily apparent is the importance of being able to de-code the question. The increased demands of an even more academic curriculum and examination system necessitates every exam candidate to have an even wider vocabulary. Pupils who are 'word rich', not only have a better chance of exam success, they are also able to access higher education, apprenticeships and better jobs. As



parents, you can help by actively encouraging your son/daughter to read as often and as widely as possible.



"How is s/he doing?" is a popular refrain when parents contact school. May I remind you that one way you can all monitor your child's progress is to log on to **ClassCharts**. This 'real time' tracking software highlights all 'green and red' activity and provides a basis for conversation during the evening. If you have lost your log in details, please contact **Mrs Follett** folletta@broughtonhigh.co.uk who is **always happy to help**.



ClassCharts

folletta@broughtonhigh.co.uk

Once again, we are experiencing an increasing number of problems with parents who drop off and collect their sons and daughters in and around the school drive and entrance. I seek your co-operation and support with **responsible parking**. **Please do not use any part of the school entrance to park your vehicle**, albeit for a few minutes, as it makes it extremely difficult for school buses to access the site. If a small minority of parents persist to park inappropriately, I shall have **no hesitation in contacting the Police** and LCC parking enforcement officers. Please **do not come into the school grounds to drop off your son/daughter at the beginning of school**. With so many buses and pupils, it is unsafe. Thank you in advance of your support with this matter. As always, if you are happy or unhappy with any aspect of life here at Broughton, please do not hesitate to get in touch. My email address is morrisc@broughtonhigh.co.uk.



Chris Morris, Headteacher

Netball Achievement

Ex-pupil, **Victoria Greer**, achieved many accolades in sport, especially netball, throughout her time at Broughton. Last year, Victoria trialled for the Leeds Rhinos Netball Academy and successfully gained a place in the Under 19's High Performance Academy for Leeds Rhinos Netball. After a year in Leeds she had to retriail for the Leeds Rhinos. However, this year was a step up, going into an older age group (under 19 still at age 17) with a higher standard.

I was delighted to receive an email from Victoria recently letting me know that she continues to go from strength to strength. **Victoria has been selected to be part of Leeds Rhinos National Performance League team** which is **the highest possible team, one below England**, and the team will play other younger versions of the super league teams. This team is on the England pathway and will have a tournament in Summer where there will be England scouts watching the games.

Good luck to Victoria throughout the coming year.

Mr Brady



German Football

Broughton pupils **broke a record for attendance** at German Football last Friday.

31 attendees in total (28 pupils and 3 members of staff), all speaking German on a rainy Friday afternoon in Broughton.

Herr Taylor



**Get
Involved!**

With over 60 extra-curricular activities, there really is something for everyone. Get involved – the more you do, the more you achieve!

Copies of the extra-curricular booklet are available from Mrs Dumbell at the Pupil Reception.

European Day of Languages - Charity Cake Sale

We asked our pupils in Year 9 to create a European themed cake, to be sold last Thursday. We had so many fantastic contributions. This was a bake-off style competition and our winners were:

1st prize - Viki Clarke for an excellent iced cake which tasted superb. Congratulations also to our runners up: **Muhammad Ali, Ella Hewitt, Evie Lawson, Hayden Cooke** and **Katie McCombe**.

Our grand total raised for Macmillan Cancer support is: **£224**



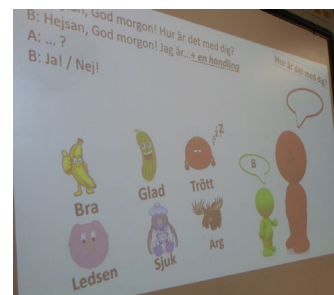
THANK YOU!



Thank you again to all the parents who helped to make this such a success, all the pupils who baked and the Year 9 pupils who helped to sell the cakes on the day!

Swedish Lessons for Beginners

Last Thursday, in recognition of the European Day of Languages, Mr Tomlin held *Absolut Swedish lessons for beginners* during Year 7 and Year 8 languages classes. Pupils were taught how to greet people and to say how they were feeling. The classes also talked about Stockholm; all in Swedish.



MFL Department

Horizons Languages Masterclass at Runshaw College

On Wednesday, 25th September, six of our Year 11 pupils attended the Horizons Languages Masterclass at Runshaw College to celebrate the European day of Languages. **Katie Adamson, Harry Devine, Freida Gilliat, Eleanor Grange, Daniel Gudgeon** and **Caitlin Harmer** took part in either a French or a German A-Level taster session.

Their language skills were put to the test; from role playing in German to exploring rap music in French. The pupils all really enjoyed the morning and should be so proud of their efforts with facing the challenging language.

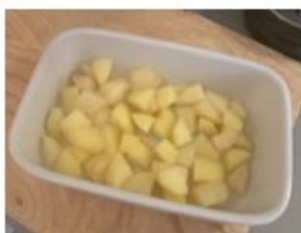
We would also like to say a huge thank you to Runshaw College for organising such an excellent morning.



Mrs Hendey

Open Day Apple Challenge set by Design Technology, Food

During Open Evening, bags of apples which have been grown here at Broughton High School were given out to prospective pupils. They were given the challenge of planning and preparing an apple dish.



Neve
Year 6
Ingol Community
Primary School
Apple Crumble

Thank you to **Neve** and **William** for their photographs; the dishes look delicious. Very well done.



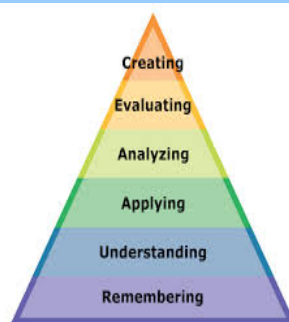
William
Queen's Drive
Primary School
Apple Scones

Mrs Newton

1. **Jeremy Corbyn** is the leader of the Labour Party.
2. **Boris Johnson** is the leader of the conservative party.
3. **Jo Swinson** is the leader of the Liberal Democrats.
4. An **asylum seeker** is a type of migrant who flees their home country seeking international protection.
5. The initials OFSTED stand for The **Office** for **Standards** in **Education**.
6. **Freiburg** in south west Germany is known as "bicycle city".
7. On 22 September 2019, more than 16 miles of **London's** streets were closed to cars for a car free day.
8. **Sarah Thomas**, who was treated for breast cancer a year ago, has just become the first person to swim **across the English Channel four times**, non-stop. (She swam 130 miles!!!)
9. According to a recent review, every school child should have the chance to 'spend a night under the stars' in an idyllic national park landscape.
10. There are **ten** national parks in England. The closest national parks to Preston are the **Lake District** and **Yorkshire Dales**.

Create your own quiz...

How to develop deeper thinking and independence within your child.



Did you know that the skill of creating ranks highest on Bloom's taxonomy of learning skills?

Try asking your child to design their own quiz for a topic they have covered in school...

Including the answers as well is even better!



Arts and Crafts Club

Learning Support offer a variety of lunchtime activities. Wednesday 25th September saw the launch of Arts and Crafts Club, ably run by Year 11 pupil, **Maddison Hodnett** with Mrs Hardman. Learning Support staff are also always here to help anyone who needs a friendly, quiet space to chat or to complete any homework at break and lunchtime. In addition, homework club runs every Monday, Tuesday, and Wednesday after school until 4pm.

Sophie Eddleston and **Matilda Macleod**, 7R enjoy the first lunchtime meeting of Arts and Craft Club in Learning Support.



Maddison Hodnett, 11N with some Year 7 girls, explaining how to make chatterboxes.

Mrs Hardman

School closes for half term on
Friday 18th October 2019

School reopens on
Monday 28th October 2019

Year 7 Parents' Evening with Progress Tutors
Thursday 17th October 2019

PTFA Meeting
Wednesday 6th November 2019

Cross Country

High Achievers to represent Broughton at Preston Schools' Championships

Congratulations to the following pupils, who all placed in the top ten of the Broughton Cross Country event which signals the start of our PE curriculum. All the pupils who participated performed exceptionally well, running the two mile plus course, with a number of boys and girls knocking minutes off their time over the week. The pupils mentioned below were all in the top ten of their respective age categories and should now be attending Running Club each Wednesday night after school. These pupils will go forward to represent Broughton High School at the Preston Schools' Cross Country Championships on 1st October at St Cecilia's Catholic High School.

Mr Marquis

YEAR 7		
Position	Boys	Girls
1	Antonio-Raul Iglesias-Leeming	Phoebe Taylor
2	Jed Anderson	Katherine Mann
3	Ben Bradley	Annabel Cutting
4	Oskar Kacperski	Elise Rawson
5	Bobby Shorrock	Zara Mann
6	Thomas Astley (same time)	Amelie Johnson
7	Luca Homer (same time)	Elizabeth Smyth
8	Pele Smith	Sophie Cross
9	Francis Salisbury-Fitch	Jasmine Hurst
10	Leo Watkin	Annie Park (same time)
11	Rowan Allison	Ava Harkins (same time)

YEAR 8 and 9		
Position	Boys	Girls
1	George Denye	Lucy Ayrton
2	Daniel Leach	Monae Hetherington-Smith
3	Ben Hollins	Ruby Allison
4	Dan Eastham	Jenna Cross
5	Jacob Barry	Grace Kellett
6	James English	Hannah O'Brien
7	Charlie Sharkey	Olivia Kirnon
8	Steven Shipsides	Ella Hewitt
9	Noah Bunting	Gabriella Rix
10	Felix Coxon (same time)	Emily Rankin
11	Oliver Wilcox (same time)	

YEAR 10 and 11		
Position	Boys	Girls
1	Charlie Haigh (same time)	Abbey Greaves
2	Josef Wilson (same time)	Caitlin O'Brien
3	Nathan Holmes	Emma Walsh
4	Lucas Dewhurst	Molly Parkinson
5	Layton Kirnon	Amy Jarratt
6	Ben Rogerson	Ezmae Harkins
7	Samuel Hyde	Caitlin Deluce
8	Jack Rabens	Scarlett Allison
9	Luke Suffolk	Amber Mann
10	Mustafa Lakha	

Library Summer Challenge

Competition Winners

Thank you to all those who submitted entries to the '**Library Summer Challenge**' competition to celebrate Year 7's favourite books. Mr. Morris presided over the final judging and the standard was so high, it proved to be an almost impossible task.

We were very impressed with the creativity and hard work all the entrants demonstrated and after much deliberation the following winners were chosen:

JOINT 1ST PLACE went to: **Grace Bott (7C)** for her thoughtful representation of 'The Tattooist of Auschwitz' and **Caitlin Lenton (7B)** for her detailed representation of 'Eragon'.

2nd PLACE went to **Emma Prescott (7H)** for a lovely illuminated re-creation of 'The Owl who was afraid of the Dark'.

JOINT 3rd PLACE went to **Guy Jenkinson (7S)** for an excellent drawing of 'Salah' and **Mae Thompson (7H)** for a fantastic 3D picture of the faraway tree in 'The Enchanted Wood'.

Our top prize winners received book tokens, certificates and chocolates whilst our second and third place entrants were presented with a book, certificate and chocolates.

'Highly Commended' Certificates and Classcharts points
were also awarded to the following pupils for their fantastic creations:

**Elizabeth Smyth 7H, Laila Hardacre 7S,
Zoe Cumpsty 7N, Amelie Johnson 7C,
Kaitlynn McCann 7S, Niamh Loze-Doyle 7B,
Jasmine Hurst 7H, Isla Barrow 7N,
James Wilcock 7S and Jessica Raddings 7H.**

Once again, a huge well done to all those who entered. All entries are now on display in the library and we invite all pupils to come and have a look and be inspired.

What a creative and talented Year 7 we have!



Some of our
worthy winners!



Mrs Whitlock

Broughton Pupil delivers Art Workshop at Barton St Lawrence Primary School

Stanley Mason (11B) is a keen artist and has previously had his artwork displayed at an exhibition at the Harris Museum Art Gallery. During the Summer, Stanley was asked by Mrs Goodwin, Headteacher from his former Primary School, Barton St Lawrence, if some of his art could be displayed in their library to help inspire creativity in the children. Stanley was also asked to do a workshop with a group of talented primary school artists. Therefore, on INSET day, Friday 20th September, Stanley spent the day at Barton St Lawrence Primary School, working for two hours with each group – Year 6 pupils in the morning and Year 5 pupils in the afternoon.



Stanley had requested that the pupils bring a picture to school of their favourite movie character so they could produce some photo montage work. All the pupils had a great time and asked if Stanley could come in to their school again. Undoubtedly, Stanley has inspired some budding artists of the future. Very well done Stanley.

Ms Smith

Open Evening 2019 Maths Department Times Tables Challenge

On Thursday, 19th September, parents and pupils were challenged by Broughton's Maths Department to answer 36 times tables questions. Prizes were awarded to the fastest parents and to the fastest pupils.



Congratulations to the following winners who received some chocolate as a reward for their speed and accuracy.

- **Terrene, Roebuck Primary School**
- **Ahmed Wadie**, parent of pupil who attends Ribbleton Avenue Primary School)

Mr Gaffney

Release of Official Single for Harvey Brittain, ex Broughton Head Boy

Rising music star, ex Broughton Head Boy, **Harvey Brittain**, is a talented pianist and vocalist. His first official single, which his record label is **releasing on Monday 30th September**, is an upbeat track called '**It's My Paris**'. We all wish Harvey every success.

Mr Brady



Air Cadet Max Cowell attends STAAR Camp



Max Cowell (11C) had the opportunity over Summer to participate in the STAAR camp at RAF Cosford. The Summer Time Advanced Aerospace Residency (STAAR) camps are fully funded by **Northrop Grumman Corporation** and facilitated by STEM ambassadors from RAF Cosford. The programme consists of five intense days giving pupils the opportunity to experience life as an RAF engineering trainee. Challenges included a table top exercise from the perspective of different trade groups across the RAF. The task was to plan and execute a humanitarian aid relief effort, managing RAF personnel and Air assets.



Participants spent a morning learning about Cyber Security, were given a tour on board the Museum's Nimrod, as well as being involved in a Pilot briefing. This was a fantastic opportunity to hear at first-hand about the career pathways available in the RAF and participate in such inspiring activities. 341 City of Preston Air Cadets Squadron meet every Tuesday and Thursday at Kimberley Barracks in Deepdale.

Mr Morris

Word of the Week

DELEGATE - verb

entrust (a task or responsibility) to another person

Examples:

As a manager, she was able to delegate roles to the others in the group.

He delegated the jobs out in line with their individual skills.

Use it! Label it!

Show it!



WORDS HAVE POWER

