

Dear Parents,

Following each review, I meet with one pupil from each tutor group who has been nominated by his/her tutor for routinely trying his/her best. These pupils have narrowly missed out on a commendation, but nonetheless deserve praise and recognition. We are extremely fortunate to have so many committed, conscientious children like this at Broughton.

Pupils receiving a Headteacher Award following Review 1:

Year 7

Arush Kanwar, Sienna Kernan, Zayn Ahmed, Emma Morgan, Amber Fisher, Hasan Sheikh.

Year 8

Elise Rawson, James Smith, Finlay Clark, Isabel Cole, Isaac Heritage, Chris Hudson.

Year 9

Jodie Lawrenson, Anna Cornacchione, Rayaan Mal, Louisa Stanley, Alex Grandidge, Aleeza Hussain.

Year 10

Kayden Connolly, Aisha Khan, Freddie Beckley, Luke Jackson, Lucy Winstanley, Miya Winkley.

Year 11

James Duda, Simon Shilton, Yahya Adam, Hadiqa Mahmood, Hamzah Goga, Zainab Ejaz.



Good luck to all our **Year 11** pupils as today they embark on **two weeks of mock GCSE examinations.**

MOCK EXAMS

Start

Despite all the uncertainty and disturbance associated with the last few months, they have remained focussed and realise the significance of these preparatory exams. **Year 11 Reports and Review will be available via the Firefly app on Wednesday 2nd December.** On this occasion you will obviously be able to peruse all the grades and comments before your son/daughter: should make for an interesting conversation that

evening! The **first of two Year 11 'virtual' Parents' Evenings** will be on **14th January 2021.** More details to follow.

At the beginning of the school year we provided a mini whiteboard and pen for every pupil. These are used extensively in most lessons and, unsurprisingly, the board pens wear out. It would be extremely helpful if **every pupil could provide their own pens for the mini whiteboards.**



If your son/daughter is ever absent from school it is expected that they will have to copy up/catch up on any work they have missed. The reasons for this are fairly obvious; we do not want



them to have any gaps in their learning, especially when it comes to revising for tests. This is a good habit and applies to all pupils in Years 7-11. Your support and practical help with this matter will be much appreciated. "Have you caught up?", "Have you got a copy of all the work you missed whilst you were off?", "Make sure you catch up." Nowadays it is much easier for pupils to have access to another pupil's book by simply taking a photo on their mobile phone (with the other pupil's agreement and teacher's permission).

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

Careers Insights Programme

NHS
14 - 16 years old
VIRTUAL!
Career Insights Week

Enjoy sessions delivered by experts in:
Radiology, Paediatric Medicine, Tropical Medicine, Nursing, Paramedic science. Plus, much more...

Interested in a Career within Health and Social Care? Begin your adventure with us.

We have adapted our very successful Careers Insights Week to make it virtual. We are maximising our digital potential by bringing great content and limitless places to applicants from across the whole Morecambe Bay area.

Mon 26th - Wed 28th October 2020

Come join us for:

- Virtual Tours
- Video Demonstrations
- Live Q&As
- Quizzes
- Design tasks
- Challenges and games

Submit your interest at work.experience@mbht.nhs.uk
Or visit our website www.betterwithyou.co.uk to read more about our Careers & Engagement Activity

[@BCTCareers](#) Lancashire & South Cumbria Careers (Health & Social Care) Bay Health & Care Partners bettercare together Careers & Engagement Team

During half term **Varsha Saravanan (9R)** took part in a Virtual Careers Insights course on medical and healthcare jobs. The course consisted of presentations, live demonstrations and Q&A sessions. Varsha commented that she found it extremely interesting to learn about the different courses and jobs there are within healthcare.

Following the completion of the course Varsha received a certificate for all her hard work.

Well Done Varsha.

Mrs Bamber

Bay Health & Care Partners delivering bettercare together
Careers & Engagement Team

Certificate of Participation
Careers Insights Programme
Monday 26th October to Wednesday 28th October 2020

Awarded to:
Varsha Saravanan

Tasks Completed: FOUR

- Qualities of Nurses poster
- Letter to a nurse about Social Care
- Created Physiotherapy Quiz
- Paediatrician poster

Awarded by Victoria Lumley
Careers & Engagement Lead

University Hospitals of Morecambe Bay NHS Foundation Trust

P.E. Department News

"Strong girls"

The Year 11s have taken their 'lockdown workout' motivation to the next level and are now building their strength up inside lesson time using our fantastic new fitness equipment!



Exam Preparation in Progress

Our Year 11 GCSE PE pupils are working hard to refine their Table Tennis skills in preparation for their practical exams.



Mrs Lupton



Late Bus



From Wednesday, 2nd December, the *late bus* will operate on Wednesdays and Thursdays at a charge of 60p per pupil per journey. Pupils are able to use their bus passes and return tickets.

The service will depart from Broughton at 4.00pm.

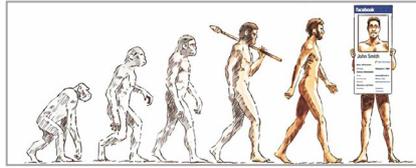
Broughton High School	16.00	Fulwood, Leisure Centre	16.37
Woodplumpton, Whittle Green	16.10	Black Bull	16.39
Nog Tow	16.15	Sharoe Green Lane, Booths	16.42
Wychnor, Turning Circle	16.20	Sherwood Way	16.45
Cottam, Ancient Oak	16.25	Longsands, Anderton Arms	16.52
Ingol, Cottam Avenue	16.32		

Learn the definition and example for each common root word.

1. Root: anthropo

Definition: human

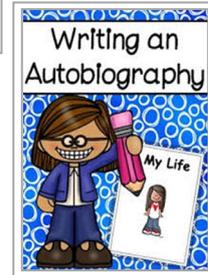
Example: anthropologist



2. Root: auto

Definition: self

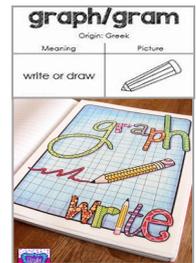
Example: autobiography



3. Root: graph

Definition: writing

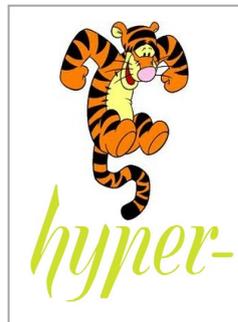
Example: graphic



4. Root: hyper

Definition: above; over

Example: hyperactive



5. Root: hypo

Definition: below; less

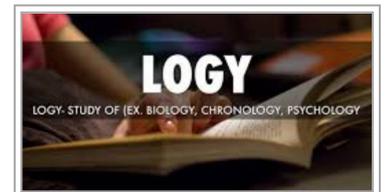
Example: hypothermia



6. Root: logy

Definition: study of

Example: biology



7. Root: mono

Definition: one

Example: monologue



8. Root: pseudo

Definition: false

Example: pseudoscience



9. Root: scope

Definition: for viewing

Example: microscope

-scope

(Greek *skopein*)
watch, view, examine



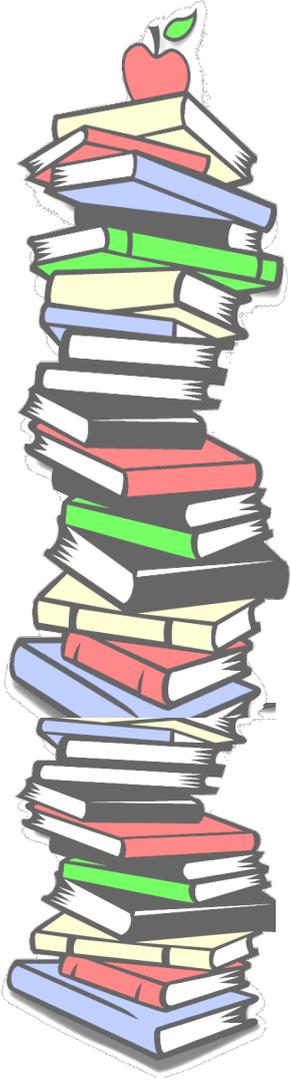
10. Root: script/scribe

Definition: to write

Example: prescribe



Reading aloud – not just for Primary School



Reading aloud with expression is a skill worth practising. In secondary school and generally in society, silent reading is the norm. But a growing body of research suggests that we may be missing out by reading only with the voices inside our minds. The ancient art of reading aloud has a number of benefits for adults and young people, from **helping improve our memories and understand complex texts**, to **strengthening emotional bonds between people**.

Due to COVID, we are sadly not able to run our very successful paired reading programme, which paired a Year 10 with a Year 7 to carry out reading aloud together. Typically, parents or carers stop listening to their children read when they start secondary school. However, it may be an idea to choose a book and read together out loud. You could take a paragraph each and take it in turns. Or simply allow your child to read aloud to you. The benefits are well documented:

1. Develops stronger vocabulary
2. Builds connections between the spoken and written word
3. Provides enjoyment
4. Increases attention span
5. Strengthens cognition
6. Provides a safe way of exploring strong emotions
7. Promotes bonding

Ideas for books to share can be found at:

<https://www.booktrust.org.uk/>

This has lots of book lists/reviews and a book finder function if someone is unsure what to read next.

<https://www.lovereadings4kids.co.uk/>

You can also browse books by age on this site, they have books reviewed by children and lots of other useful information



Mrs Hardman and Mrs Whitlock

Do you want to be a Doctor, Vet or Dentist?

.... if so this is an incredible opportunity not to be missed.

The Queen Elizabeth Hospital has partnered with Medic Mentor, the UK's largest medical family, to provide **free live virtual work experience** to any pupil in the UK wanting to become a doctor, dentist or vet. This work experience programme is completely unique because, unlike other virtual work experience programmes, it is **LIVE**, using high fidelity simulation in the best state-of-the-art-simulation centre in the country, at the QE Hospital in Birmingham. Follow 3 patients over a 6-month period as they go from diagnosis, to treatment and follow up, that is provided by real doctors and a multidisciplinary team. As a pupil, you will be able to ask any of the doctors questions about the cases you see. **It will be as if you are really there**, but from the comfort of your own home and without putting you at risk during the COVID pandemic.

There is a two part application process for this opportunity, all details can be found by following this link: <https://medicmentor.co.uk/university-hospitals-birmingham-trust-virtual-work-experience/>

The next session is on Saturday 19th December; why not register today?

You may not get a reply from the WEX/Admin team straight away, this is just due to the high number of applications.

These three careers are very competitive and **this work experience will really help you stand out from the crowd.**

If your son/daughter would like to discuss this further, please ask them to speak to me.

Mrs Donleavy





BROUGHTON
Music Department



VIRTUAL CHRISTMAS CONCERT



SIGN UP TO TAKE PART!

See the Music Department for more
information



Oceanographer



£14,000 - £60,000



39-41 hours per week (some evenings/weekends)



5 GCSEs at grades 9 to 4 (A* to C), including English, maths and a science and 3 A Levels, including at least one science subject. You'll need a degree in ocean science or geology, biology, chemistry or environmental science. Employers are increasingly looking for postgraduate qualifications, like a master's or PhD. They also value experience of working in marine science or oceanography research.



0800 100 900



nationalcareersservice.direct.gov.uk



NationalCareersService



@NationalCareers



NationalCareers



Translator



£18,000 - £40,000



37-39 Hours per week on average

You'll usually need a degree or postgraduate qualification in translation. Relevant degrees include:

- languages – courses which specialise in linguistics or translation may give you an advantage but are not essential
- combined degrees which include a subject like law or science with languages



You'll usually need:

- 2 to 3 A levels for a degree
- a degree in a relevant subject for postgraduate study



0800 100 900



NationalCareersService



@NationalCareers



National Careers Service



Textiles' Christmas Tree



WINNERS 2020

As always here at Broughton, anyone who goes the extra mile and puts in a little bit of extra effort for a competition is a winner. A huge thank you to ALL of the pupils who entered.

The standard of the entries was incredible and I would happily be proud to put them all on my own tree at home.

Year 10 and Year 11 GCSE Textiles pupils have anonymously voted and the winners are:

1st Place: Mae Thompson Year 8H
2nd Place: Lily Prescott 7C
3rd Place: Alice Askins Year 8H

Here is just a small selection of entries received from both boys and girls from Year 7 to Year 10:



A message will be put on pupil notices to let all pupils who entered know the day/time to collect their certificate from Technology 1.

Well done to everyone – your creations are inspiring.
Mrs Tillotson

WHAT WE ARE LEARNING ...

Year 7 have been learning about how to stay safe online and using spreadsheets.

What should you do?

Name: Olivia Newman kirk **Class:** 7n

Task 1: Look at each of the following scenarios. Write down what you should do in each scenario.

Scenario	What should you do?
1. You have found a blog website which has posts from people with comments about you.	Tell an adult if you don't want to be talked about online when you don't know who is seeing that even if that is a joke you don't want to be mentioned because if someone looked you up on Instagram they will find a lot of information about you.
2. You enter a chat room online and start receiving abuse from other people in the room.	Leave the chat tell an adult and try to get in touch with the website and report abuse it is never nice when you are being bullied especially on line.
3. When checking your emails you find you have a new message from someone you do not know. The message asks you to open an attachment to see a free game.	Don't open it is probably a scam block the contact from messaging you and ask an adult about what to do.
4. You have been talking to a friend you have only spoken to online and they want to meet you in person.	Never meet someone if you do not know the real life most of the time they are not who you think they are.
5. You receive a text message about a friend of yours which you find funny but you know they would find the message hurtful.	Tell the person that is not nice and you are being a kind friend because you know they like it imagine if someone said something that to you.

Social Networking

Name: Austin Allen **Class:** 7N

Task 1: Use the space below to write down what is meant by "personal data".

Your personal data is your personal information. They are things that are very private to you and only your close friends, family and you should know what they are. It consists of things like your address and age. Other people shouldn't really know it so keep it private.

Task 2: Circle the data below which would be classed as "personal data".

Name, Favourite band, Colour of your bedroom carpet, Address, The type of pets you want, Bank account number, School name, Favourite pizza topping, Date of birth, Phone number, Star sign, Best friend's first name

Task 3: Use the space below to write three rules for what you should do if somebody is making you feel uneasy when using a social networking website.

1. Tell your parents about the person
2. Block the person
3. Make sure the person can't see what you post or what you doing.

Olivia Newman-Kirk

Austin Allen

	B	C	D	E
Zoo Model				
Animal	Cost per week to feed each animal	Number of animals	Total cost per week for animals	
Lion	25	12	=C3*D3	
Tiger	40	8	=C4*D4	
Zebra	5	9	=C5*D5	
Elephant	20	19	=C6*D6	
Snake	5	4	=C7*D7	
Penguin	5	12	=C8*D8	
Sea lion	15	3	=C9*D9	
Alligator	5	4	=C10*D10	
Eagle	1	5	=C11*D11	
		Total	=SUM(E3:E11)	
		Allowed	1000	
		Underspend/Overspend	=E13-E12	

Kayden Lowe

WHAT WE ARE LEARNING ...

Year 8 have been learning how to create effective logos and banners for a city break company. They have then used these assets to help them create a functional website.



Max Lillystone

The city of London. The capital of England. A place where you can explore historical places or just have fun looking at all the famous buildings. Or examine the tower of London. There are loads of attractions and activities that make you never want to leave...
Click here for more information.

Paris, the City of Light and love. The place that sparks romance in anyone who ever visited. This ancient old city is the most visited city in the world which makes you think your missing something...
Click here for more information.



"Great company. They have lots of food and comfy seating. Definitely Flying with them next time." - Mr. Johnson

"Fabulous. The best I've ever seen, and I have flown with a lot of companies." - Mr. and Mrs. Smith

"The staff really friendly they have great service." - Mr. and Mrs. Law



Kieran Moore



This is London the location of such icons as the Tower Bridge and the Houses of Parliament. You will find an interesting, and informative history, and centre of all British politics. But don't see is Tower of London is the perfect place for politics enthusiasts, history enthusiasts and travellers for an amazing sight

The Worldwide Explorer

Welcome to Paris, the city of love and romance. In the most popular location for proposing, you will find iconic monuments such as the historical Arc de Triomphe, which have appeal to history enthusiasts as well as travellers wanting to see the greatest monuments in the world. Scaffolding mess in the world renowned romantic icon and a case of a celebrative too early, all in the informative and intriguing history of these idols. Paris is the perfect place to explore France, learn an interesting history, or even pop the question.

Evie's Getaways

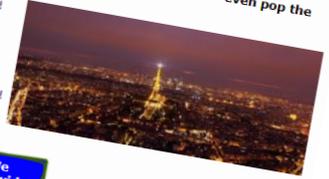
Introducing London, the capital city of England full of history and culture.

Introducing Paris, the heart of France.



Book Paris now!

Book London now!



The Johnson family: "We booked with The Worldwide Explorer and got a great holiday for a steal. The kids were greatly entertained and the adults had a great time at the massage and the bar. This resort was recommended to us by the user-friendly website and we were extremely accurate and thoroughly enjoyed. Will book again. Five stars."

Mr and Mrs Jean told us:
We travelled with Evie's Getaways to escape from the stress back at home. I am very impressed with how easy it was to book and I will definitely fly via this company again!

Mrs Rain told us:
I decided to try and travel by Evie's Getaways for a short holiday in the holidays. It was super easy to book and stress free. I recommend Evie's Getaways for anyone and any holiday!

★★★★★
-Our average star rating over the past year.

Evie Legge

WHAT WE ARE LEARNING ...

Year 9 have been learning about cyber security and how to protect themselves against various cyber threats. They created information leaflets aimed at young people to inform them of common threats.

CYBER SECURITY

WORMS
COMPUTER WORMS ARE A MALWARE ON A COMPUTER PROGRAM THAT REPLICATES ITSELF IN ORDER TO SPREAD TO OTHER COMPUTERS. IN ORDER TO STOP IT HAVE ROBUST ANTI-VIRUS SOFTWARE.

PHISHING
PHISHING IS THE ATTEMPT TO STEAL INFORMATION SUCH AS USERNAMES, PASSWORDS AND CREDIT CARD DETAILS BY DISGUISSING AS A TRUSTWORTHY PERSON VIA EMAIL. IN AN ELECTRONIC COMMUNICATION TO STOP IT CHECK FOR ANY

BLAGGING
BLAGGING IS WHEN SOMEONE MAKES UP A STORY TO GAIN A PERSON'S INTEREST AND USES THIS TO ENCOURAGE THEM TO SEND AWAY INFORMATION ABOUT THEMSELVES, OR EVEN SEND MONEY. FOR EXAMPLE, A PERSON MAY RECEIVE AN EMAIL THAT APPEARS TO BE FROM A FRIEND TELLING THEM THAT THEY'RE IN TROUBLE AND ASKING THEM TO SEND MONEY.

RANSOMWARE
RANSOMWARE IS WHEN SOMEBODY ENCRYPTS YOUR FILES AND COULD ASK FOR MONEY FOR YOU TO RETRIEVE THEM BACK. WHEN YOU PAY THEM THEY COULD SAY THEY HAVE RELEASED SOME OF THE FILES. TO AVOID THIS HAPPENING DON'T OPEN LINKS, PROTECT YOUR INFORMATION WITH FIREWALLS AND BACK-UP YOUR FILES.

YOUR FILES ARE ENCRYPTED
Your photos, documents and other important files have been encrypted with unique key generated for this computer.

NEXT

HSBC
Dear client
Let us inform you that you have a debt.
You can check an invoice from our website by clicking the (LINK).
For further questions you can call the phone numbers indicated on our website.

Best regards,
Director,
HSBC Bank plc,
Claydon House,
Horseshoe Lane,
Horseshoe Lane,
Horseshoe Lane,
Horseshoe Lane

Charlotte Alty

Jessica Anderson

CYBER SECURITY

WHAT YOU NEED TO KNOW

ADWARE 1
ADWARE BASICALLY IS WHERE YOU BOUGHTWARE WITH ADVERTS (MAYBE AFTER DOWNLOADING SOMETHING ONLINE).

ADWARE 2
BOTS ARE BASICALLY COMPUTER CONTROLLED THAT CAN LOOK LIKE REAL PEOPLE BUT CAN REALLY ABOUT SOMETHING SUCH AS AN ELECTION.

PHISHING
THERE ARE ALL TYPES OF MALICIOUS MALWARE. MALICIOUS MALWARE BASICALLY MEANS SOFTWARE WHICH HAS BAD INTENT.

PHISHING 3
PHISHING IS SOMEONE WHO PRETENDS TO BE FROM A BIG COMPANY THAT SENDS YOU EMAILS TO TRY AND SCAM YOU OUT OF SOMETHING.

RANSOMWARE 4
RANSOMWARE IS WHERE PEOPLE CAN GET HOLD OF YOUR IMPORTANT FILES AND LOCK THEM. BUT ASK YOU TO PAY A SUM OF MONEY TO UNLOCK THEM. THEY HAVE COMPLETE CONTROL OVER YOUR FILES AND COULD DELETE THEM IF THEY WANT.

THINGS TO LOOK OUT FOR
IF YOU HAVE ANY SUSPICIOUS EMAILS DON'T OPEN THEM OR CLICK ON ANY LINKS THAT ARE AND ALSO LOOK OUT FOR SPELLING MISTAKES AND KNOW PERSONAL INFORMATION THAT THEY SHOULD NOT HAVE. PHISHING AND NEVER OPEN ANY DOCUMENTS THAT LOOK SUSPICIOUS BECAUSE THEY COULD LOOK ALL FINE BUT A VIRUS LIKE RANSOMWARE COULD REALLY BE DOWNLOADING IN THE BACKGROUND.

NOTE
ALWAYS UPDATE YOUR ANTI VIRUS AS CRIMINALS CAN CHANGE THEIR METHODS!!

Rio McKenzie-Worden

CYBER SECURITY

WORM 1
A WORM IS SOMETHING THAT PLUGS UP THE NETWORK AND MAKE THE COMPUTER NETWORK SLOW.

VIRUS 2
A COMPUTER VIRUS IS A TYPE OF COMPUTER PROGRAM THAT WHEN EXECUTED REPLICATES ITSELF BY INJECTING OTHER COMPUTER PROGRAMS AND INSERTING ITS OWN CODE.

PHISHING 3
PHISHING IS A TYPE OF SOCIAL ENGINEERING ATTACK OFTEN USED TO STEAL USER DATA INCLUDING LOGIN CREDENTIALS AND CREDIT CARD NUMBERS.

BOT 4
A BOT IS A SOFTWARE PROGRAM THAT OPERATES ON THE INTERNET AND PERFORMING REPETITIVE TASKS THAT IS GIVEN TO IT.

MALICIOUS
YOU CAN SAVE YOURSELF BY NOT ANSWERING THE BOT AND RING THEM INSTEAD.

NOTE
UPDATE YOUR PASSWORD REGULARLY AND UPDATE YOUR ANTI VIRUS

WHAT WE ARE LEARNING ...

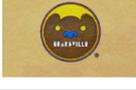
Year 10 iMedia pupils have been researching record label branding and logos ready to create their own vinyl graphic.

Y10 GCSE Computer Scientists have been developing their advanced programming skills by learning about data structures such as 2D arrays and how to manipulate these, writing complex nested programming constructs and using sub programs effectively.

Name of Record Label	Logo of Record label and URL where sources	Year(s) that the record label was used	Describe what you like about the logo design	Describe what you do not like about the logo design
Virgin records	 https://en.wikipedia.org/wiki/Virgin_Records	1973 to 1975	I like the monochromatic colours and the mix of professional and unprofessional fonts.	I don't like the font used for 'virgin' I think it's fairly difficult to read. I also don't like how it isn't very eye catching.
Island records	 https://en.wikipedia.org/wiki/Island_Records	1959 to 1966	I like the monochromatic colours and the palm tree which fits well with the name and it gives the label a relaxing/ carefree feel.	I don't like the black circle behind the palm tree, it makes it look more like a gardening company than a record label. It would look better if the palm tree was on a blank background.
Capitol records	 https://en.wikipedia.org/wiki/Capitol_Records	1942 to 1967	I like the name of the label and the image of the capitol records tower above the name, I think it makes it look fancy.	I don't like the font used for 'Capitol' I think its difficult to read, and this will make it look unprofessional.
Roca-fella records	 https://en.wikipedia.org/wiki/RocaFella_Records#%3Dtest%20was%20divisio%20Def%20Jan%20Recordings	1996 to 2013	I like the three different font styles and the capital 'R' in the black circle, I think it's a memorable feature on the logo and therefore serves the purpose of representing the label well.	I don't like the object next to the 'R' I can't tell what it is and I don't feel like it adds anything useful to the logo. I think its just distracting the view from the rest of the logo.
Columbia records		1961 to 1990	I like the different colour scheme, I think the red is very eye catching and is overall very visually	I don't like that it doesn't say records, people wont understand who they are and what they do if they

Rabiyah Jamil

Research task – record label logos

Logo of Record label and URL where sources	Year(s) that the record label was used	Describe what you like about the logo design	Describe what you do not like about the logo design
	1955-1997	Graphics; the ace shadows the record name, musical notes show it is a record label. Different fonts for text that flows along the design, really reflects the name in the logo.	The colour could have been something to consider- perhaps a range of different colours could have contrasted with the small graphics better although it is not a major change I would make.
 https://reaganray.com/2018/04/27/record-logos.html	1952-1974	I like how the text has been formed to fit the shape of a bell, really makes you recognise it if you didn't know the name. The font is well picked and is still readable although it is shaped.	Again, the colour makes it look slightly negative in a way, if it were to use different colours it could appeal to more- e.g. the background could be a gradient of more lively colours.
	1970-1984	The bear incorporated into the logo- fits perfectly and although the text is small, you can infer what the record label title is from the bear. The colours fit this logo well, brown being the colour of a bear.	Making the text bigger may suit this design better, and the colour that is outlining the title- this could have been brighter or a few shades lighter to make the name stand out.
	1972-1977	Pastel, colourful, stands out from a bunch- colours aren't simply the background, they have been put in the shape of clouds. Font- been made to intertwine with each other, more appealing and unique.	Colours contrast with one another and suit each other, however exploring different combinations could make it look even better or adding small details in the background such as some birds.
	1966-1979	Although the background is dark, the rainbow of colours makes the title bold and clear. The white circle shows some clarification of the name.	Instead of black, it could have been blocks of different shades of grey and black, for example, to make it more interesting and detailed.

Harleigh Marsden

A 255 line Computer program for a bank ATM machine

Ghaleb Banihani

```

An ATM Machine.py - \\Srvfile02\2017\17bang\Year 10\GCSE Computer Science\Python Programming\ATM Machine\An ATM Machine.py (3.5.1)
File Edit Format Run Options Window Help

def withdrawBalance():
    global balance, new_balance

    f = open(balance_name, "r")
    balance = float(f.readline())
    f.close()

    print('Your current balance is £', balance, sep = ' ')
    withdrawl = float(input('What is the amount you would like to withdraw: '))

    max_withdraw = balance - (balance%10)

    if withdrawl > max_withdraw and withdrawl % 10 == 0:
        print('Sorry, That amount is too large for your current balance')
        withdrawBalance()

    elif withdrawl <= max_withdraw and withdrawl % 10 == 0:
        new_balance = balance - withdrawl

        f = open(balance_name, "w")
        new_balance = str(new_balance)
        balance = f.write(new_balance)
        f.close()
    
```

```

C:\Windows\py.exe
*****
Welcome to Northern Frock's ATM Machine
*****
Please enter your ID number: 1057
*****
What is your PIN
If you currently don't have one press 0: 1234
*****
Welcome Mr. Jeremy

1- Display Balance
2- Withdraw Funds
3- Deposit Funds
4- Change your PIN
9- Return Card

Please enter an option:
    
```

WHAT WE ARE LEARNING ...

Year 11 iMedia pupils have been creating their graphics for their comic strips.

Y11 GCSE Computer Scientists have been working on their extended programming project in which they have been creating an automated menu system for a café.



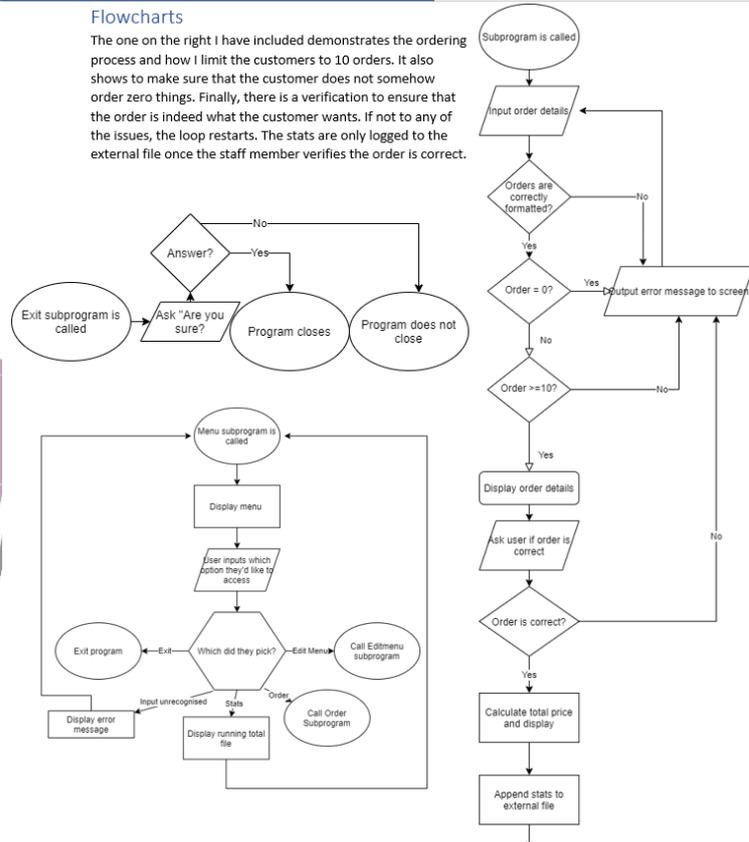
Libby Jolliffe



Fionn McConnon

Flowcharts

The one on the right I have included demonstrates the ordering process and how I limit the customers to 10 orders. It also shows to make sure that the customer does not somehow order zero things. Finally, there is a verification to ensure that the order is indeed what the customer wants. If not to any of the issues, the loop restarts. The stats are only logged to the external file once the staff member verifies the order is correct.



```
#Gets the new info
new_menu_item = input("Enter the new menu item you
new_menu_price = float(input("Enter the price of t

pos_old_item = menu_whole.split("-")[0]

#Makes new info single variable
full_item = pos_old_item+"-"+new_menu_item+"-"+str
print(full_item)

#Writes back new item replacing old item
with open('CafeSystemMenu.txt','r') as file:
filedata = file.readlines()
for line in filedata:
if menu whole in line:
oriline = line
newline = line.replace(str(menu whole)
with open('CafeSystemMenu.txt','r') as file:
filedata = file.read()
filedata = filedata.replace(str(oriline),str(n
with open('CafeSystemMenu.txt','w') as file:
file.write(filedata)

choice = input("Do you want to go to the menu ")
if choice == "yes":
menu()
elif choice == "no":
exit()
else:
```

```
Type "copyright", "credits" or "license()" for more in
formation.
>>>
RESTART: \\Srvfile02\2016\16virr\Year 11\Computer Sci
ence\Report\Cafe System.py
Welcome to Tims Diner
Choose for the three options:
1.Make order (enter num 1)
2.See whole menu (enter num 2)
3.Edit menu (enter num 3)
4.Exit
1
What table do you want to sit at 2
All the table occupied are ['table 1', 'table 2', 'tab
le 4']
This table is already ocuied
What table do you want to sit at 3
All the table occupied are ['table 1', 'table 2', 'tab
le 4']
Menu:
Breakfast
*****
1-All day (large)-5.50
2-All day (small)-3.50
*****
Mains
*****
3-Hot dog-3.00
4-Burger-4.00
5-Cheese burger-4.25
```

BULLYING ISN'T A GAME



Roshan Virdee

Tapiwa Chaparadza

Learn these Key Maths Facts

Foundation Tier

Types of number:

- odd** ends in 1, 3, 5, 7, 9
- even** ends in 0, 2, 4, 6, 8 (is divisible by 2)
- factor** divides exactly into a number
e.g. 5 is a factor of 10
- multiple** in the times table of a number
e.g. 20 is a multiple of 10
- square number** can be written as a number multiplied by itself e.g. 9 is a square number because it can be written as 3 x 3.
- The first 7 square numbers are:
1, 4, 9, 16, 25, 36, 49, ...
- prime number** can only be divided by one and itself:
2, 3, 5, 7, 11, 13, 17... are prime

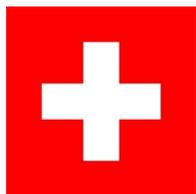
Higher Tier

Solving Quadratics:

First rearrange into $ax^2 + bx + c = 0$ then ...

- Factorise ... put into two brackets and one of the brackets must = 0
- Complete the Square $(x + a)^2 - b = 0$
- Use the Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Swiss National Jamboree 2022



I am selling homemade jams and chutney, as part of my fundraising efforts towards attending the Swiss National Jamboree in 2022 as a member of West Lancashire Scouts.

Both the jams and the chutneys are ready to eat now. Perfect timing for Christmas gifts!

Please see Mrs Newton in Tech 3.



Thank you for your support.
Hayden Cooke, 10R



Medium jars

Redcurrant Jelly, Tomato Marrow and Pepper Chutney, Plum Chutney £1.50

Large jars

Apple Blackberry and Elderberry Jam, Plum and Lime Chutney, £2.00

High Dumpsidary Jam, Green Tomato and Mint Chutney,

Plum Lime and Coriander Chutney, Tomato Marrow and Pepper

Chutney, Blackcurrant Jam, Apple Onion and Sage Chutney,

Pear Apple Onion and Mint chutney, Red Tomato and

Ginger Chutney, Piccalilli



Gift packs

Eiger 3 small jars chutney gift set (assorted chutneys) £3.50

Monch Gift bag with 2 large chutneys or jams £5.00

Jungfrau Gift bag with 4 medium/small jars £7.00

Matterhorn Gift wrapped set (2 medium jams or chutneys) £3.50

Schilthorn Gift wrapped set (3 medium jams or chutneys) £5.00

Weihnachten Christmas gift bag 2 medium jars £3.50

Chutney Guide

Piccalilli Goes well with cheese or cold meats.

Redcurrant Jelly Enjoy with lamb, or enrich gravies and Cumberland sauce with this.

Apple Onion Sage / Pear Apple Onion and mint Light fruity chutneys, particularly good with pork/poultry.

Tomato, Marrow and Pepper An excellent relish with burgers or hotdogs.

Plum varieties Delicious with pate, cheese, cold meats.

Red tomato and ginger Enjoy with fresh bread or cheese and crackers.

Green Tomato and mint Ideal relish for cold meats and cheese.



WHAT COURSES CAN I APPLY FOR?

TRAINEESHIPS =

Traineeships are an opportunity to gain real work experience and job skills, while improving your English and maths (if needed). The programme content is tailored to your individual career needs.

Entry requirements: GCSEs in maths and English at grade 4/3 or above*

APPRENTICESHIPS =

It's a real job, with hands-on experience, a salary and the chance to train while you work. You're treated just like all the other employees, with a contract of employment and holiday leave.

Entry requirements: Each Apprenticeship varies but for Level 2 a minimum of three GCSEs at grade 4 (C) or above including English*



AUTOMOTIVE TECHNOLOGIES

- Level 2 Automotive Technologies Traineeship
- Level 2 Autocare Technician Apprenticeship
- Level 3 Light Vehicle Service and Maintenance Technician Apprenticeship
- Level 3 Heavy Vehicle Maintenance & Repair Apprenticeship
- Level 3 Vehicle Refinishing (Paint) Apprenticeship
- Level 3 Vehicle Body Repair (Panel Beating) Apprenticeship
- Level 3 Mechanical, Electrical & Trim (MET) Apprenticeship



ENGINEERING & ADVANCED MANUFACTURING

- Level 2 Engineering Traineeship
- Level 2 Engineer Operative Apprenticeship
- Level 3 Fire, Emergency & Security Systems Apprenticeship
- Level 3 Mechatronics Maintenance Apprenticeship
- Level 3 Product Design & Development Technician Apprenticeship
- Level 3 Technical Support Technician Apprenticeship
- Level 3 Toolmaker & Tool And Die Maintenance Apprenticeship
- Level 3 Machinist - Advanced Manufacturing Engineering Apprenticeship
- Level 3 Metal Fabricator Apprenticeship
- Level 3 Engineer Fitter Apprenticeship
- Level 4 Electrical & Electronic Apprenticeship



DIGITAL

- Level 2 Information Technology Traineeship
- Level 3 Digital Marketer Apprenticeship
- Level 3 Infrastructure Technician Apprenticeship
- Level 4 Network Engineer Apprenticeship



HEALTH

- Level 2 Dental Nursing Traineeship
- Level 3 Dental Nursing Apprenticeship
- Level 3 Senior Healthcare Support Worker Apprenticeship



PROFESSIONAL

- Level 2 Accountancy Traineeship
- Level 2 Business & Administration Traineeship
- Level 2 Customer Service Practitioner Apprenticeship
- Level 3 & 4 Accounting (AAT/ACCA) Apprenticeship
- Level 3 & 4 Business & Administration Apprenticeship
- Level 3 Paralegal Apprenticeship
- Level 3 Team Leader / Management Apprenticeship
- Level 5 Operations / Department Manager Apprenticeship



SCAFFOLDING

- Level 2 Scaffolding Apprenticeship

It's easy to apply:

Visit: www.training2000.co.uk and fill out our application form

Our dedicated recruitment team will get touch with you to arrange an informal chat

START YOUR CAREER...



PART OF THE UNIVERSITY OF CENTRAL LANCASHIRE

Online Safety Newsletter

December 2020

Twitch

Twitch is a live video game website. Users can search for a game and then watch the game being played live (or via playback) by another user. You should be 13+ to access Twitch, although according to their Terms of Service, users between the ages of 13 and 18 may use Twitch **under the supervision of a parent or guardian.**

As you can search for any game, your child might end up watching games that are not age appropriate for example, Call of Duty (18+). Twitch also streams live which means it is difficult to censor the chat so they may also hear unsuitable language.

Privacy Settings

Set up appropriate privacy settings for your child, including switching off messages from users your child does not follow. You can learn more here: <https://help.twitch.tv/s/article/twitch-account-settings#securityandprivacy>

Chat

Twitch gives users the opportunity to interact with others through the chat facilities. Whilst Twitch set out what their standards are, language can be mature plus they could potentially be chatting with people they don't know.

Block users

Ensure your child knows how to block or report users and content when using this service. More information can be found here:

<https://help.twitch.tv/s/article/how-to-file-a-user-report>

More support/information

- <https://www.net-aware.org.uk/networks/twitch/>

What is your child seeing online?

The internet is a wonderful place but it does have its risks and particularly for younger people who are navigating the online world, they may not know what to do when they come across content that is inappropriate, explicit and/or illegal.

How can I limit what they may see?

- **Parental Controls:** set up age appropriate parental controls on your broadband, on any devices your child uses as well as any games/apps that they play and use.
- **Age limits:** talk to your child about the reason apps/games are rated by age and set rules to not use or access anything that is not age appropriate.

What can I do if my child sees something online?

- Have **regular and open conversations** with your child about what they may see online and that they should always talk to you (or another trusted adult) if they have any concerns. Teach them how to search safely, not to click on pop ups and to navigate away from anything that is upsetting.
- Show your child how to use the **reporting tools** on any apps/games that they use so if something does upset them then they are able to report the content and block other users if necessary.
- If you need advice as you are worried about what your child has seen online then you can **contact the NSPCC** free on 0808 800 5000.
- If you need to make a report about **sexual abuse or grooming** online then you can contact CEOP: <https://www.ceop.police.uk/safety-centre/>

Further information

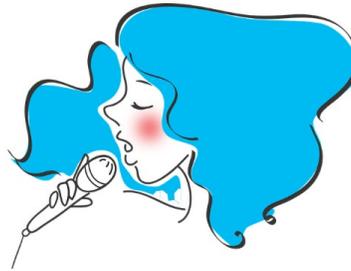
Follow the links below for further information:

- <https://www.internetmatters.org/issues/online-pornography/protect-your-child/>
- <https://parentinfo.org/article/digital-resilience-a-parents-guide>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/>
- <https://www.thinkuknow.co.uk/parents/articles/Im-worried-my-primary-aged-child-might-see-something-inappropriate-online/>

What is TikTok?

You must be over 13 years of age to use TikTok.

Users can watch musical clips, record 60 second clips (it includes lots of lip synching and dancing), edit them and add special effects.



Is your child using TikTok?

TikTok have created their top 10 Tips for you, which provides a really useful overview of settings to make TikTok a safer environment:

<https://newsroom.tiktok.com/en-us/tiktoks-top-10-tips-for-parents>

Privacy settings

Find out about TikTok's privacy settings and choose the most appropriate for your child. It is safer for an account to be set to private (therefore only people your child chooses to accept can follow them) although you would still need to talk to your child about only accepting requests from people they know in real life. You can also set whether people can comment on their content.

Reporting

As with any app/website your child is using to interact with others, ensure that they know how to delete, report or block another user as well as know how to report any inappropriate content that they come across:

- <https://support.tiktok.com/sv/privacy-safety/block-accounts-sv>
- <https://support.tiktok.com/en/privacy-safety/report-inappropriate-content-default>

Direct messaging/commenting

TikTok has a direct messaging element so users can chat to each other (**TikTok now automatically disables Direct Messages for registered accounts under the age of 16**) as well as the ability to comment on each other's content.

There is a risk on TikTok that cyberbullying can occur or a user can receive unwanted attention from a stranger. TikTok have produced this list of available settings to reduce the risk of this happening

<https://www.tiktok.com/safety/resources/anti-bully?lang=en>. It is important that your child understands that if they come across anything that they don't like or makes them feel uncomfortable then they should speak to you or another trusted adult.

Family safety mode

TikTok have created Family Pairing to help you keep your child safe whilst using TikTok. Family Pairing allows parents to link their own TikTok account to their child's account.

Further information

<https://www.tiktok.com/safety/resources/anti-bully>

Sharing videos and images

Net Aware have produced the following article to help those who may be worried about their child sharing videos and images online through apps like TikTok and Snapchat.

<https://www.net-aware.org.uk/news/should-i-be-worried-about-my-child-sharing-videos-and-images-online2/>

WhatsApp: disappearing messages

WhatsApp have introduced disappearing messages. If enabled, a user can send a message that will disappear after seven days. WhatsApp advise users to only use disappearing messages with trusted individuals because for example users are still able to take a screenshot of a disappearing message before it disappears and then share with others.

You can find out more information here:

<https://faq.whatsapp.com/general/chats/about-disappearing-messages>

Monitoring Apps

Would you like to monitor what your child is doing online? The best app to use will be dependent on what devices your child is using but this helpful article from Internet Matters reviews the top monitoring apps for you:

<https://www.internetmatters.org/resources/monitoring-apps-parents-guide/>

Emergency Assistance Grant Scheme

The Local Authority Emergency Assistance Grant is to help support residents of the Preston area who do not have enough resources to meet the immediate short-term needs and urgently require assistance with food and essentials items.

They must be experiencing financial hardship as a direct result of Covid-19.

Awards will be made where there is no alternative means of meeting the need.

Eligibility

To be eligible for the scheme they must be:

- Aged 16 years or over
- A resident of the Preston area - please visit [GOV.UK](https://www.gov.uk) - to find your local council
- Experiencing financial hardship as a direct result of Covid-19 and not have enough resources to meet your immediate short-term needs
- On a low income or in receipt of one of the following benefits:
 - Universal Credit
 - Jobseeker's Allowance
 - Employment Support Allowance
 - Income Support
 - Pension Credit

Support available

The scheme can help with short-term living costs such as food, gas and electric, essential household appliances and school uniforms. Cash will not usually be awarded.

If white goods such as washing machines or fridges are required, items will be purchased through the scheme and delivery will be arranged directly to their home.

The scheme will also signpost to other sources of advice and support to ensure that they get all the assistance you are entitled to. They may be offered a referral for advice and assistance with finance, debt and/or welfare benefits, to help address long-term needs.

Restrictions

The scheme does not cover:

- Any requests for items that are not essential
- Applications from those with sufficient income or savings
- Requests for household items where these are the responsibility of the landlord

How long will it take for a decision to be made?

We aim to make a decision within 72 hours of receiving all the required information, other than for household goods, where we aim to decide within five working days. Depending on the level of demand for the scheme, this may not always be possible.

To speed up the application process please ensure they fully complete the application form and provide all the evidence we ask for.

Please do not chase up applications until at least five working days after it was submitted.

How to apply

To apply please complete the Emergency Assistance Grant form.

[Apply for the Emergency Assistance Grant](#)

They can also telephone our Community Hub (Preston Together) on 01772 906777 or email EAGS@preston.gov.uk.

We will need the following information:

- Address
- Full household details
- Circumstances
- Income and the affect Covid-19 has had on this
- Bank statement
- What support is needed

Submitting evidence

We will contact you if further information is required. Please make a note of your application reference number, as we will ask for this when you are submitting any evidence.

Your evidence can be submitted in the following ways:

- By uploading your documents.
- By email to EAGS@preston.gov.uk

Please ensure name and address is provided along with any evidence documents.

Can I appeal a decision if my application is unsuccessful?

As this is a discretionary scheme there is no right of appeal. However, if you think we have overlooked important information then you can ask for us to look at the application again by emailing EAGS@preston.gov.uk.

This decision will be final.