

DSHS GALLERY

23rd January 2021 – 5th February 2021

Life. Changing. Learning.

Excellent Science work by Sonny Priestly in Year 9

28/01/2021

121 Energy transfers

1.

When energy is transferred to the surroundings, the temperature of the surroundings increases. ①

2.

- energy transferred from the surroundings ②
- citric acid and sodium hydrogen carbonate ✓
- dissolving ammonium chloride in water: ②
- Energy transferred to the surroundings.
- Oxidation ✓
- Combustion ✓ ②

3.

From the surroundings = experiment A ✓ ①
to the surroundings = experiment B end ✓ ②

8/8

Exam questions

- a) when energy is transferred from chemicals to the surroundings the temperature increases. ①
- b) when energy is transferred from the surroundings to the chemicals the temperature decreases. ①

2.)

Reactants	Temperature Change	transfer to the or to the system
magnesium + oxygen	up	transfer to the surroundings ✓
citric acid + sodium hydrogen carbonate	Down	to the system ✓
methane (natural gas) + oxygen	up	to the surroundings ✓
ammonium chloride + water	Down	to the system ✓

6/6

①

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William Parkes Year 12 Pre GCE

- As part of the Pre GCE Course William has produced a comprehensive guide to behaviour management which focuses on techniques of conflict avoidance. It is a very impressive piece of research.

Impressive Sports Journalism by Jarrett Griffiths

- Jarrett has written a very interesting article about basketball for a Sport Website. The article is on the slides below and the original is here:
- <https://www.vavel.com/en/more-sport/2021/01/17/basketball/1055522-british-basketball-are-foreign-imports-needed.html>

Are American imports necessary for the success of the BBL? By Jarrett Griffiths



Throughout its 34 year history, the **British Basketball League** and their member clubs have had extensive support at various times from **American** and **European** players. This offered a selected range of talent that the UK was unable to fill with the low development of the clubs at the time.

In the current organisation, imports into the BBL have transformed it from an under developed league into a well established professional sporting association.

In comparison to other professional sports competed in the UK, Basketball has very little homegrown stars in ratio with foreign imports. However, are these American players really at the heart of the current significant transformation of the league, or are they stunting the development of homegrown talent?

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Are American imports necessary for the success of the BBL? By Jarrett Griffiths

The league from an American import's perspective.

Teams such as the **London Lions** have this year brought in experienced veterans and ex-NBA players to make a new leading role for the league in order to raise the bar of talent and therefore viewership exposure in the BBL.

VAVEL UK had the opportunity to speak with **London Lions'** Guard [Dirk Williams](#) to discuss his experiences in the league so far, and how the new veterans in the league are helping the Lions to progress on and off the court. *"They bring a lot of knowledge especially (Deandre) Liggins. He's been playing for a long time, so he knows a lot and it's been good to be able to learn from him defensively.*

For one, you're playing with grown men so when you come to play on a professional level, the physicality is one of the bigger differences, along with it being less about working on teamwork and more about perfecting what you bring to the team."

What can homegrown players do to match their skill?

The reliability on American and European imports could possibly be neglecting British homegrown talent, who are struggling with a background of underfunded basketball facilities and physical education.








Many schools and colleges have their physical education focus on more popular sports such as football, rugby and cricket which have well-established audiences in the United Kingdom, therefore increasing the awareness and cash revenue available to lower leagues and schools. This lack of popularity creates a domino effect which forces the BBL to rely on foreign talent, instead of developing British talent.

The best British players often are posed with the choice of risking their development by staying in the UK, or furthering their potential by enrolling in a school in the US, who have extensive resources and facilities to cater for basketball players.

However with the newly signed, ground breaking deal with [SKY](#), perhaps the BBL can step up their prominence against other leagues and sports with the extra promotion and finance that this deal will bring - which could potentially cause a domino effect in bringing new fans and forcing more funding into developing facilities for basketball players.

But in the meantime, the American imports will remain a crucial cog in the league, and continue to be role models for younger British players looking to get a chance to play professionally.

Impressive Geography work by Leah Harrison in Y8 on river management.

type	picture	what is it?	advantage	disadvantage.
Levee/Dyke/ embankment		an embankment (protection)	can easily prevent an overflow of a river	can be expensive depending on height, length and materials
Dam		a structure built to hold/prevent water.	they help grow and expand civilisation and easily replenish water supplies	when water rushes against it, it can create a great spot for sediment
flood relief channel		built to take in pressure off the main channels	it can take more water off the main channel to prevent flooding	it can be hard to find land to actually build the channel.
dredging		the act of removing silt from the base	the river or canal would be clear and wouldn't clog with all the debris	it has to be done frequently, speeding up the river increases flood risk downstream
afforestation		planting trees	more and more trees are planted as many get destroyed	natural plants being taken away from where they are meant to be
floodplain zoning		helps prevent flooding.	flood plain zoning reduces the damage and cost of flooding	it doesn't help areas where flood plains are already urbanised.
removable flood barrier		barriers to prevent flooding	protect properties against water and will decrease it.	if they are not fitted properly the water could simply leak

Q1:

a) $20 \div 5 = 4$ b) $15 \div 3 = 5$ c) $24 \div 4 = 6$

$4 \times 2 = 8$ $5 \times 1 = 5$ $6 \times 1 = 6$

$4 \times 3 = 12$ $5 \times 2 = 10$ $6 \times 3 = 18$

$8:12$

$5:10$

$6:18$

d) $35 \div 7 = 5$ e) $55 \div 5 = 11$ f)

$5 \times 4 = 20$ $3 \times 11 = 33$ ~~54~~ $54 \div 6 = 9$

$5 \times 3 = 15$ $11 \times 2 = 22$ $9 \times 1 = 9$

$20:15$

$33:22$

$9 \times 5 = 45$

$9:45$

~~g~~ g) $210 \div 7 = 30$ h) $120 \div 12 = 10$

$30 \times 2 = 60$

$10 \times 5 = 50$

$10 \times 7 = 70$

$30 \times 5 = 150$

$60:150$

$50:70$

i) $360 \div 5 = 72$

~~725~~ $72 \times 1 = 72$

$72 \times 4 = 288$

j) $350 \div 10 = 35$

~~35~~ $35 \times 3 = 105$

$35 \times 7 = 245$

$105:245$

$72:288$

Maisie Leah
Year 9
Excellent
work on
Ratio

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maths - online

2/2/21

35	2	7	9	35	5	2	7	50
70	245	315		250	100	350		

R	B	T				T
144	3	2	5	144	5	15
432	288	720		5	15	20

			T			T
2	3	4	9	2	4	5
14	21	28	63	16	32	40

			T			T
2	2	5	9	1	2	12
40	40	100	140	11	22	132

			T
9	3	4	2
			18
			720

B	G	T
2	3	5
10	15	28

C	A	T
2	7	9
		360

B	G	T
3	4	7
72	96	168

T	R	O	W	Total
27	120			540
		1	2	3
				393

18 boys - Spanish.

Great
Layout for
work on
ratio by
Hannah
Eccleston in
Year 9

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Sophie Gomersall

Interesting Research on Theatre in Education

Theatre In Education- History

- TIE became popular after the second world war as people recognise theatre could be used in schools for more effective learning
- A major influencer of TIE was founder of the Theatre Centre, Brian Way.
- TIE was originally established in the Belgrade Theatre, Coventry in 1965
- The work was incredibly influential and spread quickly nationwide
- TIE was typically targeted for schools and as audiences were small people were encouraged to participate

TIE techniques and key elements

- Clear aim and educational objective
- Small cast, sometimes multirole
- Clear target audience
- Audience interactivity
- Music or songs
- Normally non-naturalist sets
- Simple costume
- Uses different viewpoints
- May include facts and figures
- Mainly used for PSHE in school

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Grace Rusby, Emmie Clarke and Emily Dutton's script writing work for Theatre in Education. The girls made excellent use of the conventions of TIE, as well as the correct format for script writing, including detailed stage directions that add to the action of the scene.

Script- Body Image 10–11-year-olds

Plot

Child being body shamed and bullied and someone moves into the school and they both get bullied, so they stand up to the bullies.

Characters

Luke- small boy, he gets bullied at school because of his height.

Michelle- tall girl, she gets bullied at school because of her height, she moves to Luke's school.

Nina- Bully

Dominique- Bully

Mr/ Mrs Parks- teacher

Parents- Nina, Dominique and Luke's

Script

Scene 1

On a playground. Lots of children playing, screaming loudly, loads of conversations. In the corner, Luke cowers, Nina and Dominique stand over him.

Nina hands him a rotten piece of fruit, tries to put it into Luke's hair.

Nina: Take this small. You'll need this to grow

Both Laughter

Dominique: Aah yeah, good one Nina.

Dominique snatches Luke's bag and finds his lunchbox. He grabs his sandwich and throws it at him.

Parks enters the area

They see the mess the children have made

Parks: Dominique! Nina! What are you doing? Why is Luke on the floor? What happened?

Nina: Oh sorry, he fell over and we were just helping him.

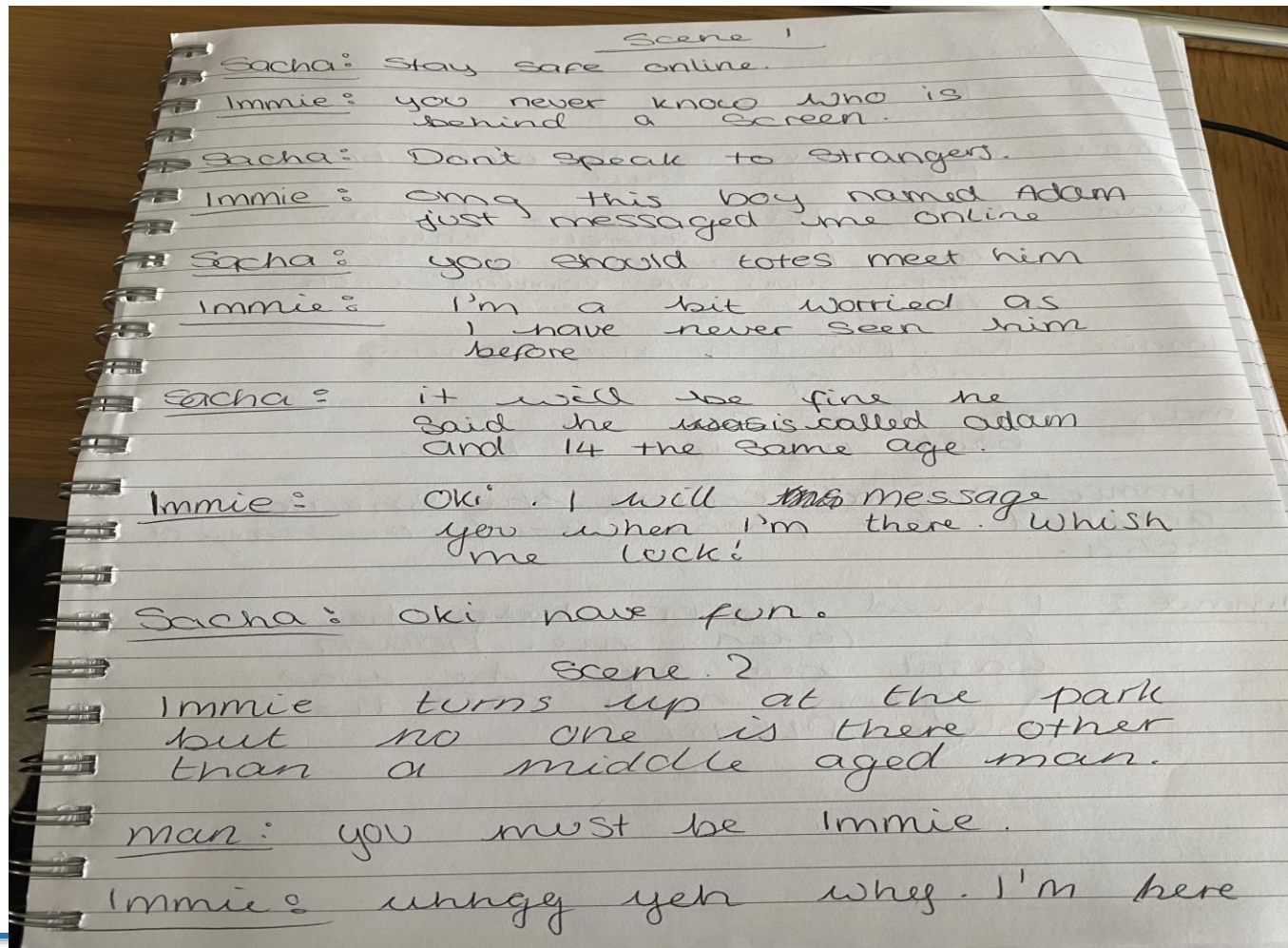
Dominique: Yes Miss/ Sir, we were just helping him. We were just giving him a helping hand. No need to worry Miss/Sir.

Parks looks at Luke with a concerned look on her face.

Parks: Okay, you may go now, I will help him.

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Immie Evans and Sacha Hart also wrote some excellent, original script for this task



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Reece Smith, Owen Smith and Brad Keay also came up with some excellent ideas for their original script and setting

Our story will be about a lab and how our characters will interact with this lab.

Setting:

The setting is of a mechanical lab filled with many machines, buttons, switches, glass and etc. The lab will be clean and very light, have a sparkle floor because of how clean it is (same with the walls).

Here is an image I found of what the lab could look like:



Characters:

The characters could be based on the settings, like an old mad scientist or a mutant. Maybe there could be a ignorant character or a chill character, the ignorant character could be the one to make problems in the lab while the chill character could never make a mistake in the lab due to that person being safe around objects. One character can be the centre of each story line too, which can expand the character's storyline and feelings / emotions too

Story:

The story can be based on the script, I have made a little script here:

Chill teenager: "Hello."

Ignorant girl: "What do you want?"

Chill teenager: "I just said hello..?"

Ignorant girl: "I don't care, go away"

Mad scientist: "STOP FIGHTING! WE GOT TO MAKE A ROBOT!!"

Chill teenager: "Why?"

Mad scientist: "OUR MUTANT CREATURE IS STUCK IN A CAGE AND I CAN'T GET IT OPEN! WE NEED TO MAKE A BOT NOW!!!"

Chill teenager: "Ok."

Ignorant girl: "I'm not coming, I hate making robots, robots are boring and useless!"

Mad scientist: "WHATEVER!"

End.

The story can be based on each character, either the character making a mistake or saving the day.

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wednesday, 27 january.

PERSUASIVE SPEECH

From what I have read, I believe that Belle had impacted Scrooge much more than anyone else. When life was much more simpler and money wasn't such a significant item to Scrooge, Belle was someone who he loved deeply, and clearly someone who he wanted a future with. In stave two, where the Ghost of Christmas Past took Scrooge to visit Belle, it is made clear that she broke off their agreed engagement - from many years ago - because Scrooge became consumed with greed and lust for wealth. During their conversations, she drops hints multiple times about how he has changed. "In a changed nature" could symbolize that he isn't who he used to be, and now he is just a selfish, bitter old man whose whole life revolves around money.

Lovely English
work by Laney
Lock in Year 10

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Some lovely sonnets, written by 9RR, inspired by 'Romeo and Juliet'

Why, oh why on this summers night,
Does my heart be plagued with strife?
For the one who has become my light,
Should soon pay with his life.
My only love sprung from my only hate,
Do I hide the truth from my kinsmen,
Until I reach heaven's glowing pearl gates?

If it is Capulet blood they do spill,
Even against the wishes of my kin,
Why, oh why do I never wish them ill?

I pray my family will understand,
Why I will never take count Paris' hand.
For I will choose to fight the good fight,
If it means I can once again see my light.

Sonnet 1 by Rhiannon Green

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Sonnet 2 by William Hale

She was beautiful
It was love at first sight
Her beauty was plentiful
She shines in the night

I approached her smoothly
I tried to look calm
Tried not to introduce myself rudely
I caressed her palm

We locked eyes with attraction
Our chemistry just flowed
Gripping on to not lose traction
On this wet slippery road

This love is so cold
It won't grow old

Sonnet 3 by **Mason Keay**

To the Capulet ball one night I sneak
I see a fine lady from across the room
With her beauty my attention did peak
Her interest in me I cannot assume

Surely, I'm not as unworthy as this
She too can feel the tension between us
Compared to a saint I plead for a kiss
Our family name we did not discuss

No! Surely a Capulet she is not
To her nurse I ask who is her mother
The answer I dreaded, the one I got
Our true love we will not let this smother

Because of my old foe I must now leave
The love in our hearts will last I believe

Sonnet 4 by Grace Simpson

I am not worthy of such love ,
She is beautiful,
Like a pristine white dove
For now I wait for her command so I can be dutiful .

Life is not love without lust,
For Juliet is one of a kind ,
I feel like I have earned her trust
If I cannot see what is in front of me I must be blind

Capulet or Montague these are just words
As long as I love
My heart shall be cured
Her hand shall fight in mine tight like a glove
She shall guide me like a light
As long as we are together until night .

Sonnet 5 by Freya Skipp

Behold thee so pretty in the light,
Like a heavenly angel in the sky,
Release thy wings and taketh flight,
Release thy glorious wings and fly high.

I do think of thee often every day,
I wish we weren't from rival families,
Thee do always feel so very far away,
I wish we didn't have all these duties.

My love for you is forever endless,
I don't want to cause blood shed from this,
I don't mean to come off as reckless,
if we lost our names it would be perfect bliss.

it is you whose love I have deeply missed,
it is you who wished I had kissed.

Sonnet 6 by Mya Slavin

I first saw her face from across the room
My eyes not seen someone like her before
My heart explodes with love, a silent boom
I make my way to her, across the floor

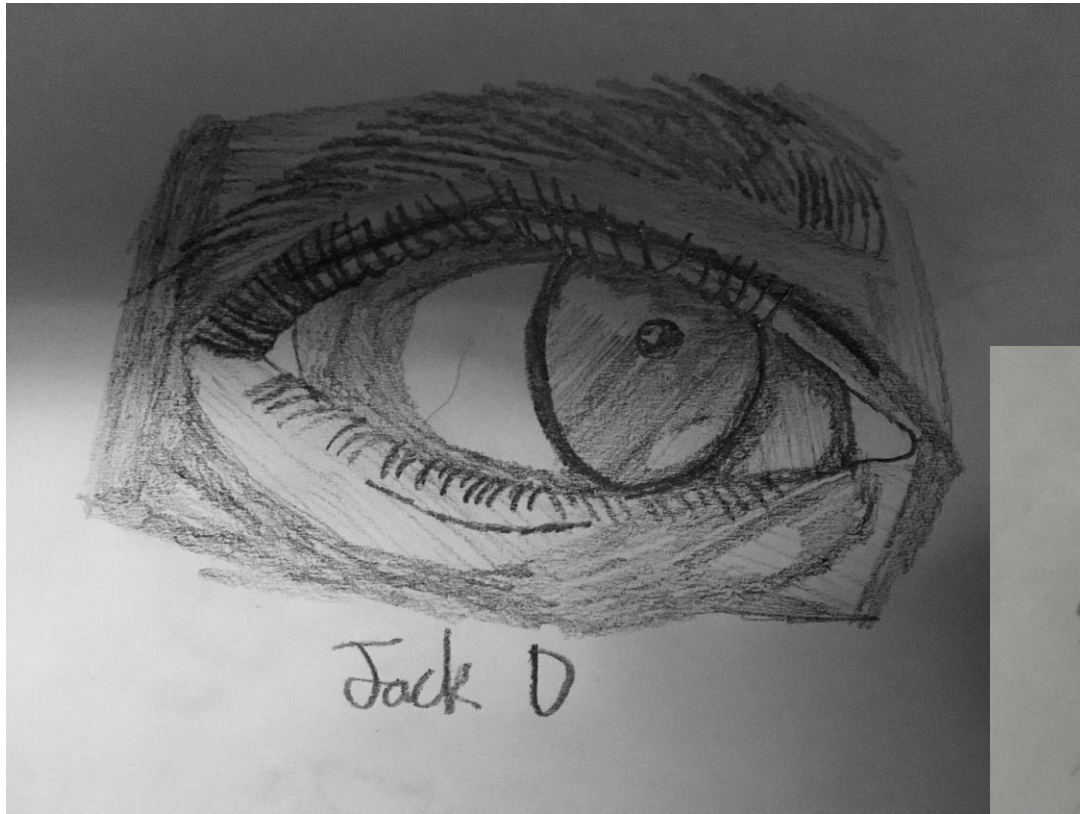
Our eyes met and gaze held at the same time
I then knew that I needed to kiss her
That first stolen soft kiss felt like a crime
My head was spinning everything a whirr

She looked up at me with a secret smile
So, I knew she wanted to kiss again
But then she was taken from me awhile
As she went, looked back at me, I knew then

She was a Capulet, and we were doomed
Me a Montague, heartbreak all consumed

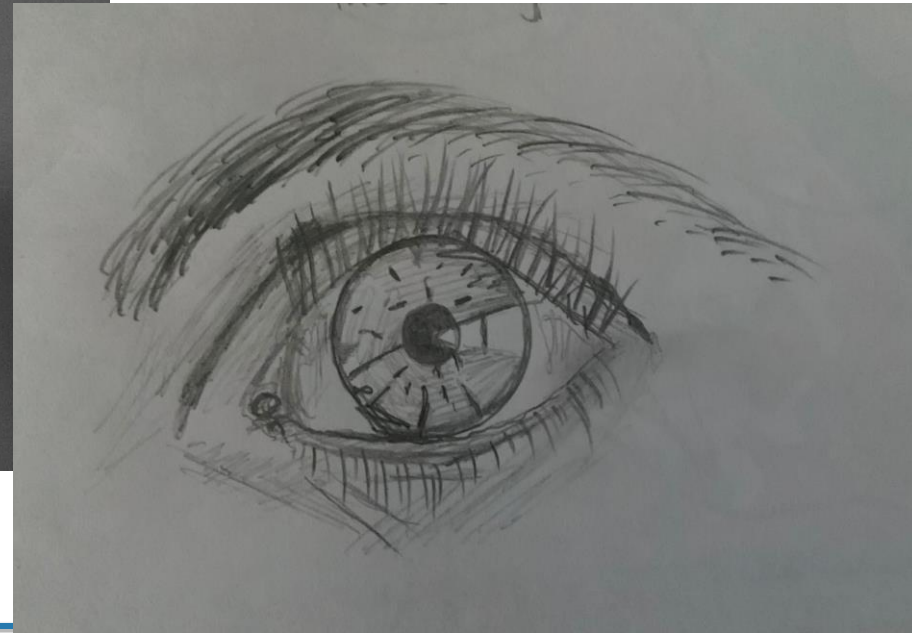
Year 8 Pop Art

Eyes drawn from observation and then developed into a POP style



Jack Daniels

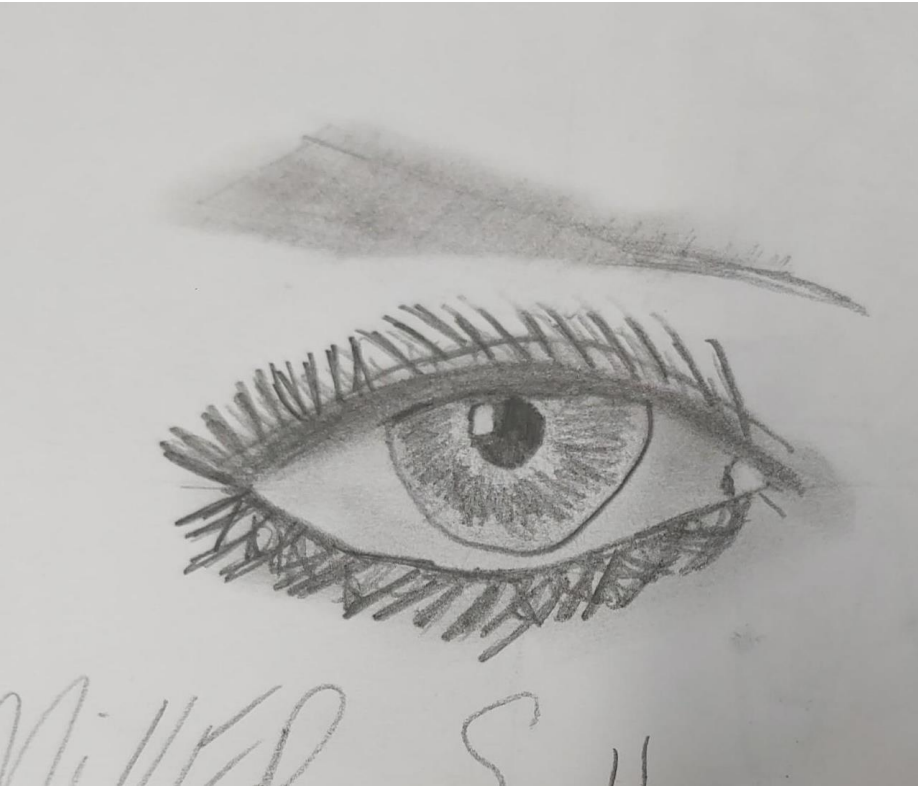
Connor Cooley



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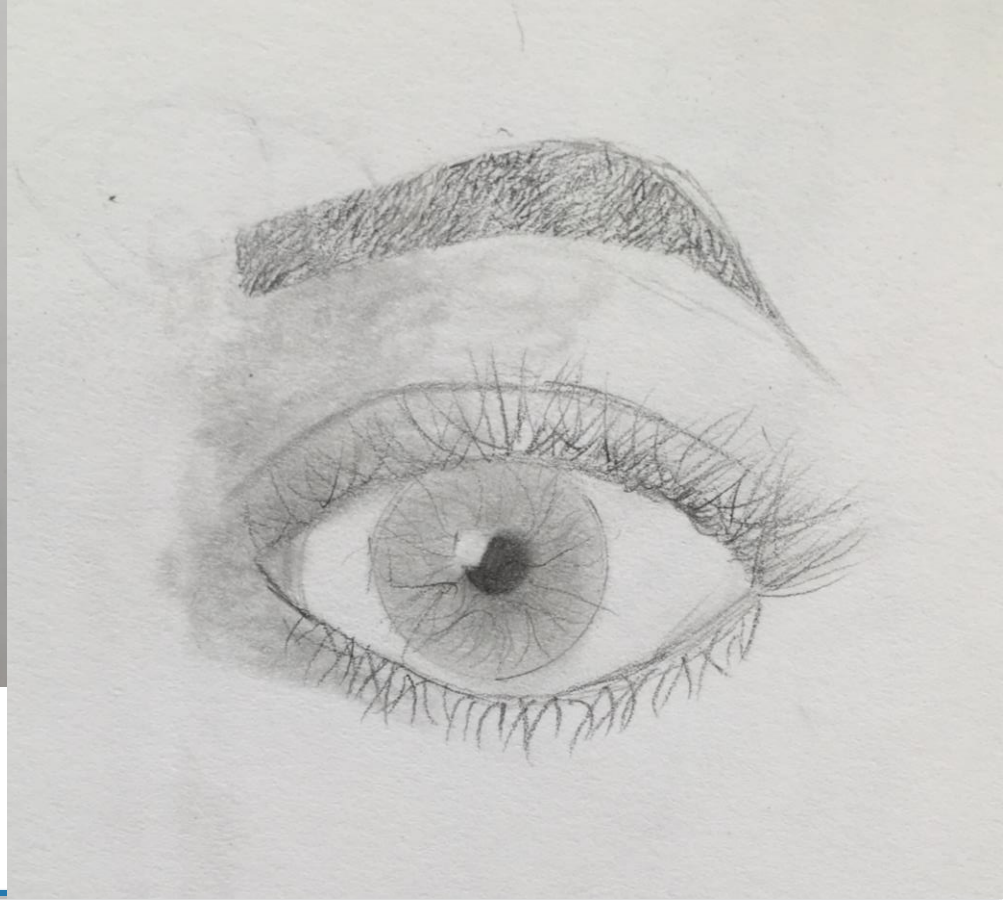
Year 8 Pop Art

Eyes drawn from observation and then developed into a POP style



Miller Smith

Maddison Whiten Lake



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Year 8 Pop Art

Eyes drawn from observation and then developed into a POP style



Georgia Howes

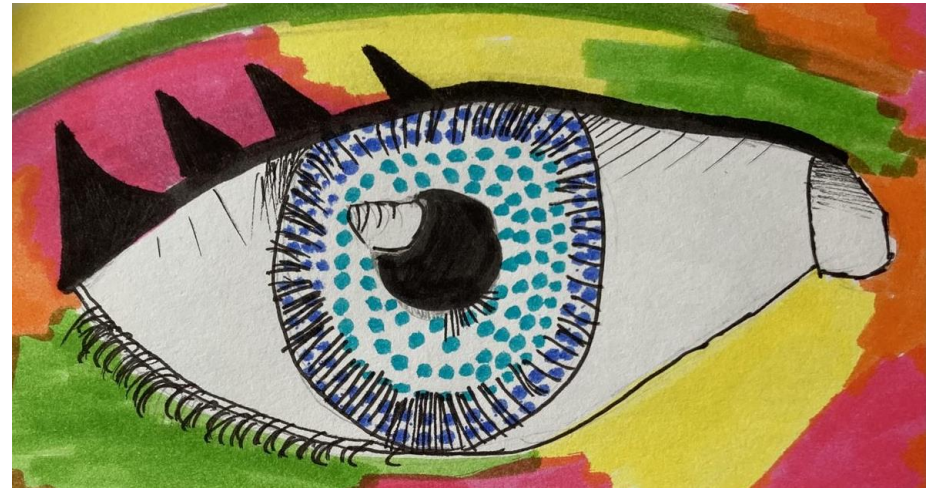
Year 8 Pop Art

Eyes drawn from observation and then developed into a POP style



Amy Taverner

Holly Dufty



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Fred Dale's Geography Homework on the 2007 Floods

- This is an extract from Fred's homework on the 2007 floods
We have a quote from my father Roger Dale:
- "I remember the floods vividly, I have never seen anything like it. We were on our way to the airport to go on holiday to France. We got to the traffic lights near the Raj Tandoori and the scene resembled a movie set, there was debris all over the road and the water was a couple of feet high. There were sandbags outside the shops and I really didn't know what we were going to find when we drove out of Droitwich towards the motorway. luckily for us the rain had stopped and the motorway was fine but I felt so sorry for the businesses that were flooded due to the immense rainfall."

Year 10 Successes

- Year 10C Drama have been working hard on some long distance coursework (practical and written). On Tuesday this week, they spent time being hot seated in their characters, and then rehearsing their monologues.

Year 9 Poetry

Winter by Jack Mason

This winter came silent heavy snow
Suddenly and not long ago
The sight of grass and paths were lost
as the ground was covered with icy frost

the world was covered with a blanket of white
it slowly descended overnight
Winter blessed us for one short day
But as quickly as it came it faded away

In difficult times snow gave us respite
Children emerged full of delight
A chance to frolic and pull a sled
a welcome that there are good times ahead

Open a book
and you will find
people and places of every kind
open a book
and you can be
anything you want to be
open a book and you can share
wonderful words you find in there.

Beth Davies

You are not weak you are quite strong,
You wanted them to stay but not for long.
They relished in your tears and stress,
And left behind oh such a mess.

It's okay not to be okay,
We leave those things in yesterday .
You grow a lot after this,
And them is who you shall not miss.

So soon the hurt will subside,
And leave behind a dazzling bride.
For we do better on our own,
And yourself is what you'll call a home.

Grace Gittus

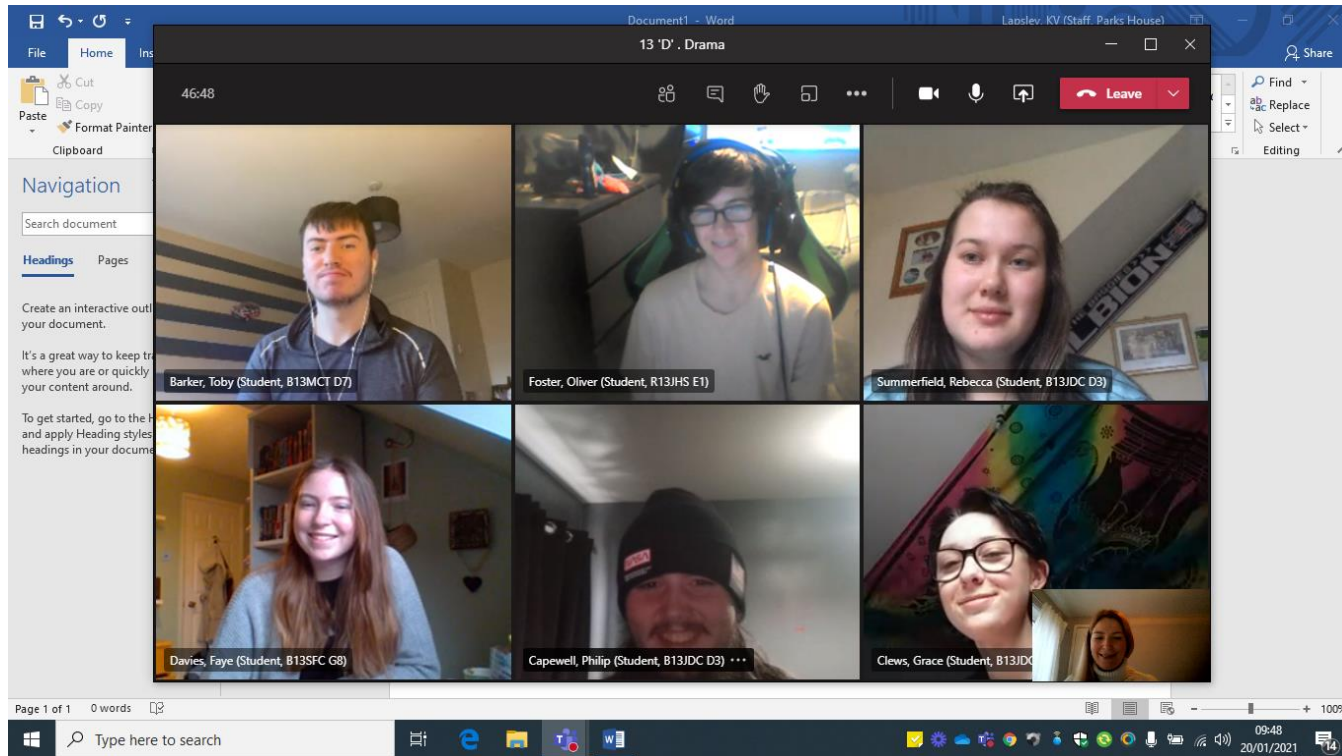
A I tried to scream,
B But my head was underwater.
A Was this just a dream,
B I should not be slaughtered.
C My head being held down,
D i could not take one breath.
C I was going to drown,
D this was going to be my death.

A I tried to scream,
E but my mouth was covered.
F I had been kidnapped,
E but not discovered.
A Thrown in a stream,
E I still go undiscovered.
F I was trapped,
E the water then went red coloured.

A Haiku by Maisie Leah

Cheery summertime
A long, winding river runs
in spite of the rocks

Year 13 Theatre Studies



Year 13 Theatre Studies taking part in a naturalism lesson led by **Oliver Foster**. All students are taking it in turns to lead a lesson with Miss Lapsley, and they are doing fantastic work with it.

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Examples of some excellent soliloquys based on characters from *Cat on a Hot Tin Roof* by year 12 Theatre Studies. Students wrote these, rehearsed them, and then performed live during the lesson

Pamela Stacey as Maggie.

Marriage, it was sweet as honey when it first began, youth and excitement. How did it go so wrong? Why won't he look me in the eye? I feel like a mouse in a cage with a huge silent docile cat. I'd rather he slap me than silence, this bad silence, this kind where I'm in my head reading his mind. There's no thrill in this silence, no swift glances and sensual movements. Our silence is black.

I wish he would hate me because hate is so close to love, the same amount of passion and feeling. Both of their colours are red, and our silence is black; he feels nothingness for me.

Nothing I do will make him care, I could kill myself in front of him and he'd still just stare blankly at nothing, and then maybe have a drink.

Deven Tibbets as Mae

Let's see, oh why don't we show our kiddies off a bit! Just to rub it in Maggie's face. Why the kiddies have had just so many shots I can't seem to remember 'em all, let's ask Gooper, he oughta know the rest.

Is he ignoring me? He darn right is!

Ooh look's like Brick's on the drink, must'a been Maggie again, not surprising, word on the street is she hasn't given brick a kid yet.

Oh why, it's Beethoven, how lovely!

I do wish Gooper wouldn't tease Brick so much.

Oh it's so good to see big mama having fun, but big daddy don't look too impressed about it.

Oh dear, quick let's get the kiddies and sing happy birthday to big daddy, then we can surprise him with the song, I do hope he loves it as much as I think he will.

Oh look, Maggie's 'bout to give big daddy bricks so called gift, but I just know Brick forgot, my friend down in Memphis told me that she sold it to Maggie.

Oh here she goes, giving a sob story about how poor her family was, she's lucky Brick chose her.

Oh preacher, you poor, poor man preacher, here let's see if we can change the subject a bit..

Oh my, big daddy must be in a real fowl mood today...poor big mama.

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Daniel Finch as Gooper

- Why is Big Daddy still partial to Brick? After I went and did everything he encouraged me to do... become a lawyer. Get married. Have kids. I did it all. Did he ever like me? Will he ever like me? That's if he even gets the chance to! I guess I never made a show of my love for him but the love was always there. And now Big Mama expects my helpless brother to take hold of the place. But Brick. He has no children. His marriage is so unhappy, bleak. Yet from the day he was born, it was always Brick. Why was it always Brick?

Royal Society of Chemistry Olympiad 2021

- Well done to A-level Chemistry students **Anele Ndimande**, **Sam Hinde** and **Jack Baker** who took part in this year's Royal Society of Chemistry (RSC) Olympiad on Friday 22nd January. The Olympiad is a notoriously tricky competition and it was great to have some of our students choose to take part from home. They will be sent a certificates to congratulate them for their efforts later in the academic year.

The RSC say the following about the Olympiad:

- Designed to challenge and inspire, the UK Chemistry Olympiad is the leading chemistry competition for students in secondary education across the British Isles. This enriching experience is a unique opportunity for students to push themselves further and excel in the chemistry field. Budding chemists will develop critical problem-solving skills, learn to think more creatively and get a chance to test their knowledge in new, real-world situations.