



# Good News Gallery of Excellent Work



## St Michael's shows support for the NHS and our local hospitals

St Michael's **has donated** all of the safety goggles and glasses from our Science and DT departments **to the Lewisham NHS trust** who arrange procurement for Guys and St Thomas' and Lewisham hospitals.

The college also organised for other local secondary schools to **donate their safety equipment** and co-ordinated the collection of the items to the NHS trust.





## Students show their support for the NHS

Mr S Kelly has organised an NHS poster tribute challenge as part of the House competitions that we are running remotely at the moment and there has been a *fantastic response* with over 100 entries so far.

In line with government guidelines we also have a very small number of students attending college each day whose parents are both key workers.

These students have also created posters which have been placed in the college windows facing out into the street to show our support.





# St Michael's House Competitions

## House competition sign up Challenge

We are pleased to report that **over 700 students** have signed up for the house competition challenge and will be taking part in a series of house competitions whilst the college is closed.

## “Keepy uppy” toilet roll challenge

Inspired by a competition on social media, St Michael's students were asked to participate in this challenge as one of the house competitions. The **winner** was Liam M-B in 10VI.



## Good News: St Michael's Students Continue to Strive for Academic Excellence

Ms Corcoran has been inundated with emails from teachers **containing outstanding examples of work** that St Michael's students have been completing at home.

It is fantastic to know that our students are still **demonstrating their RUAH values** through their continued **commitment** to their education and **positive attitude** to learning at home.



**Students nominated by their teachers for  
producing outstanding work**

**English**

**Miss Yon**

*Camila and Nancy*

*(Year 10 )*

*For  
excellent poetry  
analysis*

**8S**

*for  
high quality responses to  
questions on  
"Much Ado About Nothing"*



**Students nominated by  
their teachers for  
producing outstanding  
work**

**MFL**

Ms Horsburgh

*Sylvia D (Year 11 )*

*For*

*excellent effort in her written work  
and a fantastic response to teacher  
feedback which she used to further  
improve her work.*



**Students nominated by their  
teachers for producing  
outstanding work**

**Maths**

**Mr Wells**

*Maria N. (Year 9 )  
and  
Chanel M (Year 10 )*

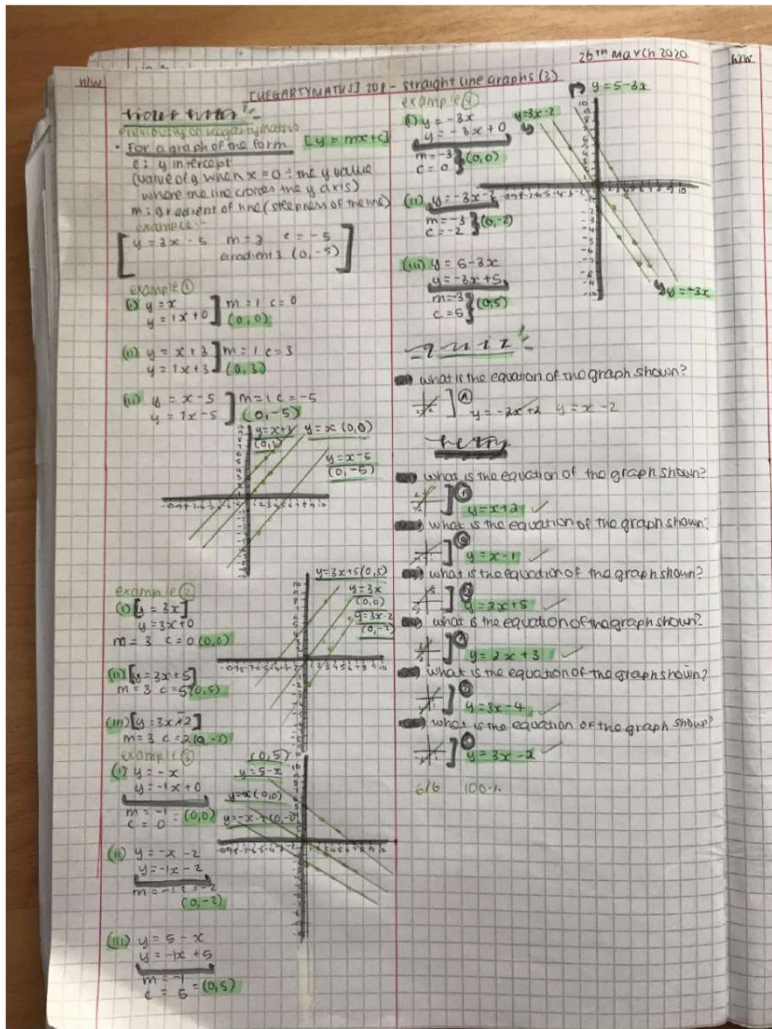
**Mr Scott**

*Year 8 Maths class*

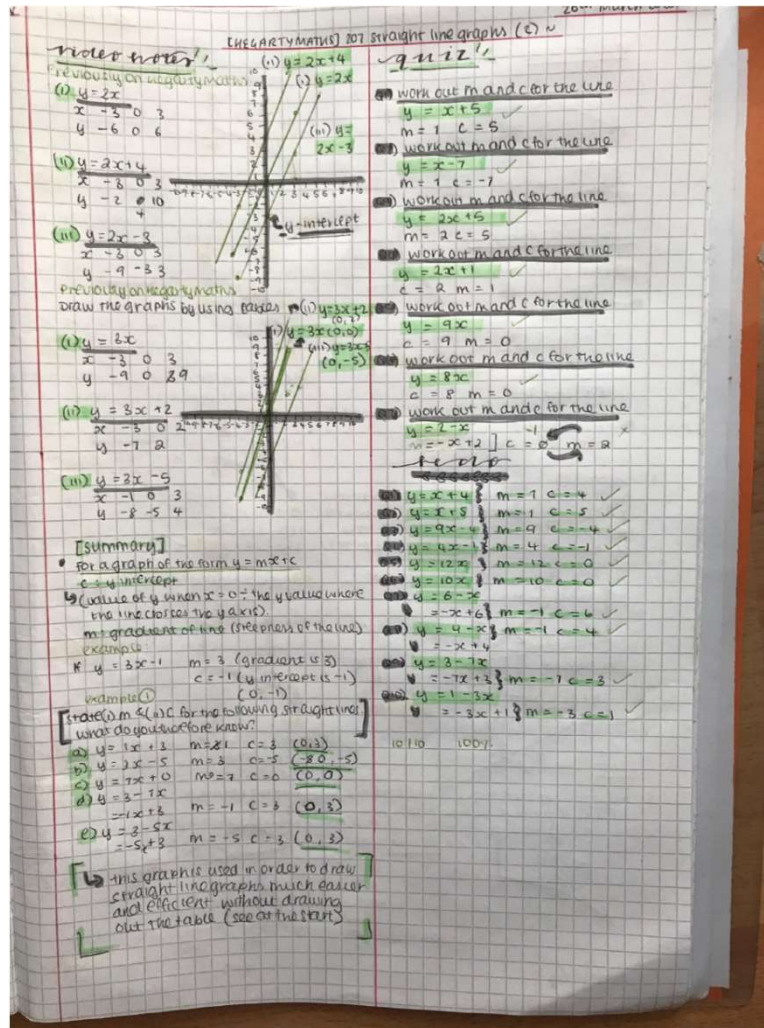
For a fabulous response from the class overall, but *Albert* went above and beyond and made a video to explain his solution.

[Click here to see video](#)





By Maria N.

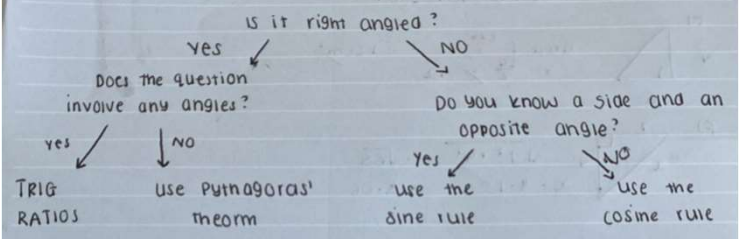




By Chanel M.

### Trigonometry review

Trigonometry flow chart



#### Task 1 - Practice solving

a) Find the area

$$\text{area} = \frac{1}{2} \times 8 \times 7 \times \sin(30) = 14\text{cm}^2$$

b)

$$x = \frac{\sin(70)}{8\text{cm}} = \frac{\sin(x)}{5\text{cm}}$$
$$\sin^{-1}\left(\frac{\sin(70)}{8\text{cm}} \times 5\right) = 36.0^\circ$$
$$= 35.9661996$$

c)

$$\sin 40^\circ = \frac{O}{H} \rightarrow \frac{O}{2} = \sin(40)$$
$$x = 3.111 \rightarrow 3.1\text{cm}$$

4d)

$$\frac{10}{\sin(70)} = \frac{x}{\sin(40)}$$
$$x \sin(40) = \sin(70) \times 10$$
$$x = 6.840402867$$

5e)

$$\text{area} = \frac{6 \times 4}{2} = 12$$

6f)

$$\sqrt{7^2 + 4^2} = \sqrt{65}$$
$$x = 8.1$$

7g)

$$\tan^{-1}\left(\frac{6}{7}\right) = 40.60129465$$

8h)

$$\frac{8 \times 5}{2} = \frac{40}{2} = 20\text{cm}^2$$

9i)

$$\sqrt{7^2 + 4^2} = \sqrt{65}$$
$$8.1 = 8.06$$

10j)

$$\cos(x) = \frac{A}{H}$$
$$\cos(70) = \frac{A}{H}$$
$$x = \frac{7}{\cos(70)}$$
$$x^2 = (7^2 + 6^2) - (2 \times 7 \times 6 \times \cos(70))$$
$$\sqrt{\quad} = \sqrt{\quad}$$
$$x = 7.501353742$$

11k)

$$\sqrt{6^2 + 7^2} = \sqrt{85} = 9.21954457$$
$$x = 9.2$$

12l)

$$\sin(30) = \frac{O}{H} = \frac{x}{6}$$
$$x = 3$$

13 m)

$$x^2 = (6^2 + 7^2) - (2 \times 6 \times 7 \times \cos(50))$$
$$x = 5.56828856$$
$$\text{area} = \frac{1}{2} \times 6 \times 7 \times \sin(50) = 16.086$$

14n)

$$\frac{\sin(30)}{6} = \frac{\sin(x)}{10}$$
$$x = 56.44$$
$$\sin^{-1}\left(\frac{\sin(30) \times 10}{6}\right) = 56.4^\circ$$

15o)

$$\frac{1}{2} \times 6 \times 7 \times \sin(25) = 8.874983497$$
$$8.9\text{cm}^2$$

16p)

$$x^2 = (9^2 + 8^2) - (2 \times 9 \times 8 \times \cos(80))$$
$$\sqrt{x^2} = x = 10.954 \dots x = 11.0$$

17q)

$$a = \frac{3 \times 4}{2} = 6$$
$$= 16\text{cm}^2$$

18r)

$$\sqrt{10^2 - 7^2} = \sqrt{51}$$
$$7.141428 \dots x = 7.1$$



**Students nominated by their  
teachers for producing  
outstanding work**

**Maths**

**Mrs Hayward**

Year 10

*Keziah L,  
Kiera M,  
Nicky M  
and Teresa A*





Handwritten notes on a spiral notebook showing the derivation of the area formula for a triangle using the Law of Cosines and the Law of Sines.

Top left: A small triangle with sides 3.2 and 3.7, and an angle of 40°. Below it, the calculation  $y^2 = 3.2^2 + 3.7^2 - 2(3.2)(3.7)\cos(40^\circ)$  is shown, leading to  $y^2 = 23.93$  and  $y = 4.89$ .

Top right: A larger triangle with sides 23.93 and 70.56, and an angle of 90°. The calculation  $x^2 = 23.93^2 + 70.56^2 - 2(23.93)(70.56)\cos(90^\circ)$  is shown, leading to  $x^2 = 94.49$  and  $x = 9.72$ .

Center: A triangle with vertices A, B, and C. Side BC is labeled 'a', side AC is labeled 'b', and side AB is labeled 'c'. The angle at vertex C is labeled 'C'.

Bottom: The formula for the area of a triangle is written and highlighted in yellow:  $\text{Area} = \frac{1}{2} \text{Side} \times \text{Side} \times \sin(\text{angle between})$ .

Keziah

Handwritten notes on a spiral notebook showing the application of the area formula for a triangle.

Top: A triangle with sides 7.8m and 5.6m, and an angle of 60°. The area is calculated as  $\text{Area} = \frac{1}{2} (7.8)(5.6) \sin(60^\circ) = 19.6 \text{ m}^2$ .

Middle: A triangle with sides 6.7cm and 6.7cm, and an angle of 50°. The area is calculated as  $\text{Area} = \frac{1}{2} (6.7)(6.7) \sin(50^\circ) = 17.2 \text{ cm}^2$ .

Bottom: An equilateral triangle with side length 9.3cm. The area is calculated as  $\text{Area} = \frac{1}{2} (9.3)(9.3) \sin(60^\circ) = 37.5 \text{ cm}^2$ .



1.  $\frac{SO}{H}$   
 $\sin 35 = \frac{20}{x}$   
 $x = \frac{20}{\sin 35} = 34.9 / 35$

2.  $\frac{TA}{H}$   
 $\tan 42 = \frac{x}{11}$   
 $\tan 42 \times 11 = 9.9 / 10$

3.  $\frac{CA}{H}$   
 $\cos \theta = \frac{16}{24}$   
 $\theta = \cos^{-1}(\frac{16}{24}) = 48.2 / 48$

4.  $\frac{TO}{A}$   
 $x = \frac{15}{11}$   
 $\tan^{-1}(\frac{15}{11}) = 53.7 / 54$

5.  $\frac{TA}{H}$   
 $\tan 35 = \frac{x}{20}$   
 $\tan 35 \times 20 = x = 14$

6.  $\frac{CA}{H}$   
 $\cos 42 = \frac{x}{15}$   
 $\cos 42 \times 15 = 11$

Nicky



Kiera –  
Trigonom work



Area of triangle ( $\frac{1}{2}ab \sin C$ )

Area =  $\frac{1}{2}$  side  $\times$  side  $\times \sin(\theta)$

1.  $\frac{1}{2}(12)(9) \times \sin(33) = 29.4 \checkmark$

2.  $\frac{1}{2}(13)(9) \times \sin(34) = 32.7 \checkmark$

3.  $\frac{1}{2}(7.3)(4.6) \times \sin(71) = 15.9 \checkmark$

4.  $\frac{1}{2}(7.3)(5.7) \times \sin(71) = 19.7 \checkmark$

5.  $72 + 72 = 144 - 180 = 36^\circ$   
 $\frac{1}{2}(4.6)(4.6) \times \sin(36) = 6.2 \checkmark$

6.  $66 + 66 = 132 - 180 = 48^\circ$   
 $\frac{1}{2}(4.6)(4.6) \times \sin(48) = 7.9 \checkmark$

equilateral triangles

7.  $\frac{1}{2}(4.7)(4.7) \times \sin(60) = 9.6 \checkmark$

8.  $\frac{1}{2}(9.2)(9.2) \times \sin(60) = 36.7$

9.  $\frac{1}{2}(7.7)(7.9) \times \sin(70) = 28.6 \checkmark$

10.  $\frac{1}{2}(6.9)(7.4) \times \sin(66) = 23.3 \checkmark$





Area of triangle ( $\frac{1}{2} ab \sin C$ ) (1)

Area =  $\frac{1}{2} \text{ side } a \times \text{side } b \times \sin(\text{angle between})$

Find the area

$$\frac{1}{2} \times 7.8 \times 5.6 \sin(64)$$

$$= 19.6 \text{ m}^2$$

$$\frac{1}{2} (5.3)(8.8) \sin(85)$$

$$= 23.2 \text{ mm}^2$$

$$\frac{1}{2} (6.7)(6.7) \sin(65)$$

$$= 20.3$$

$\theta = 180 - 65 - 65$   
 $\theta = 50$

$$(6.7)(6.7) \sin(50)$$

$$17.2$$

2/10/20

$$\frac{1}{2} (9.3)(9.3) \sin(60)$$

$$= 37.5$$

X, Y, Z form the vertices of a triangle

$\angle YXZ = 61^\circ$ ,  $XY = 5.9 \text{ m}$

$XZ = 7.2 \text{ m}$

$$\frac{1}{2} (5.9)(7.2) \sin(61)$$

$$= 18.6$$

- $\frac{1}{2} (9)(7) \sin(30)$   
 $= 15.8$
- $\frac{1}{2} (8)(7) \sin(29)$   
 $= 13.6$
- $\frac{1}{2} (4.6)(8.9) \sin(64)$   
 $= 18.4$

Theresa

$$\frac{1}{2} (5.7)(7.3) \sin(71)$$

$$= 19.7$$

$$180 - 70 - 70 = 40^\circ$$

$$\frac{1}{2} (5.7)(5.7) \sin(40)$$

$$= 10.4$$

$$180 - 74 - 74 = 32^\circ$$

$$\frac{1}{2} (5.8)(5.8) \sin(32)$$

$$= 8.9$$

$$\frac{1}{2} (5.6)(5.6) \sin(60)$$

$$= 13.6$$

$$\frac{1}{2} (5.7)(5.7) \sin(60)$$

$$= 14.1$$

$$\frac{1}{2} (5.9)(7.5) \sin(61)$$

$$= 19.9$$

$$\frac{1}{2} (7.9)(8.1) \sin(71)$$

$$= 30.3$$



**Students nominated by their  
teachers for producing  
outstanding work**

**Maths**

**Ms Stott**

Y9

*Daniel D*

Y8

*Malachi G*

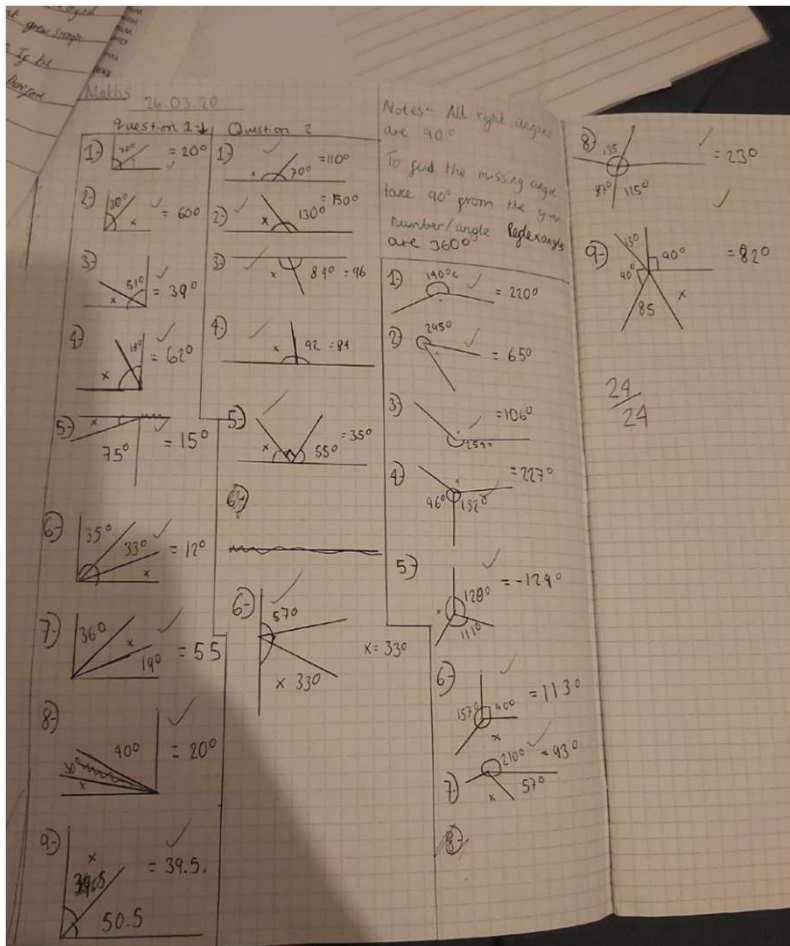
Y7

*Catalina H,*

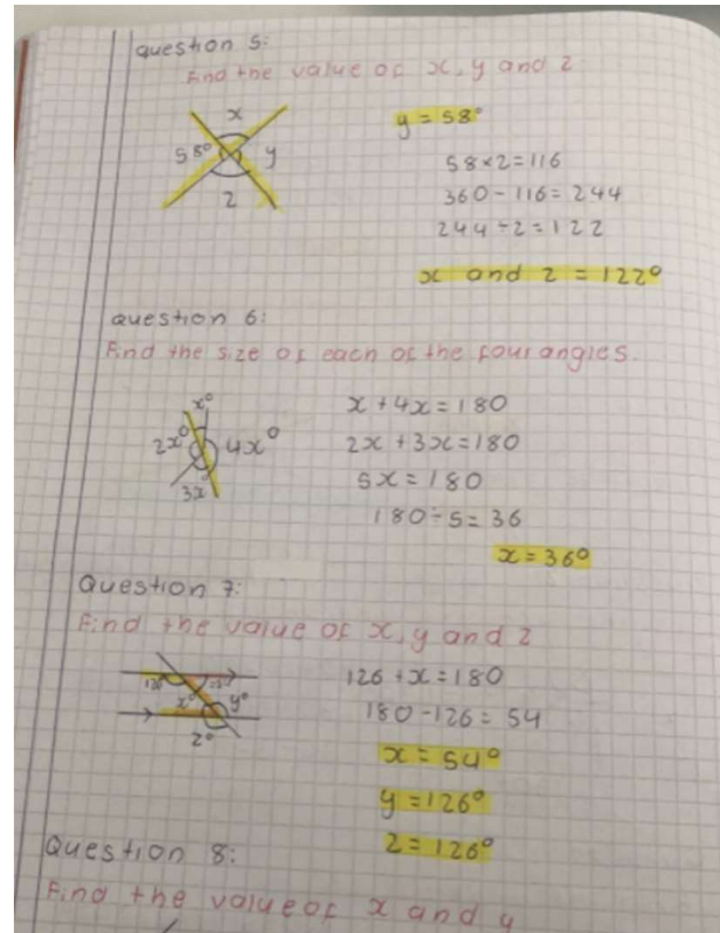
*Lina G,*

*Paul B*

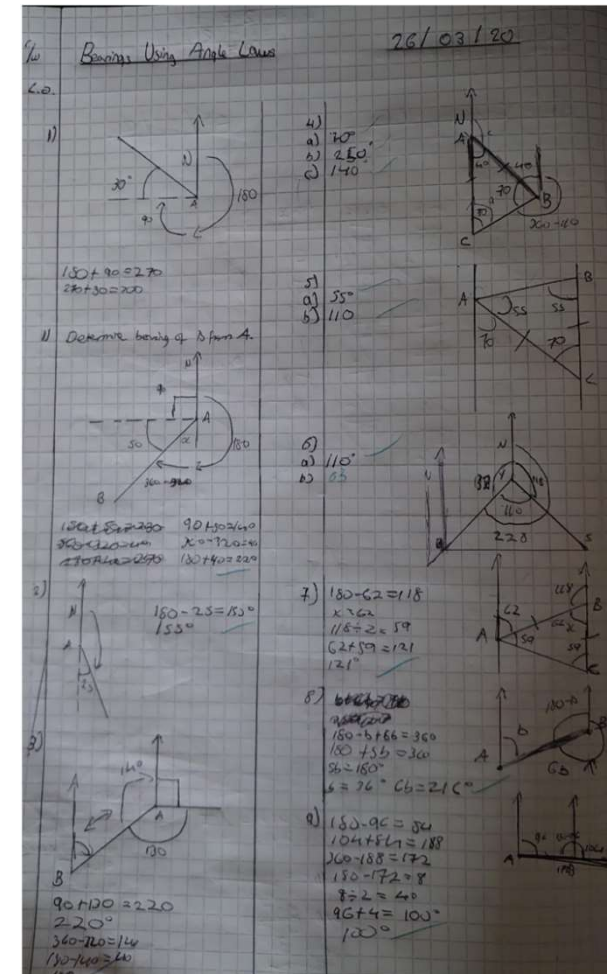
for producing great Maths work.



8Y3 Malachi G.- angles on a straight line and at a point (26 Mar 2020)



7Y2 Catalina H.T



9M1 Daniel D.





7Y2 Lina G.B.

Classroom - Assignment -  
Questions 1-16 - Angles

Questions

1.  $x = 61^\circ$

Angle on straight line =  $180^\circ$

$$\begin{array}{r} 53 \\ + 34 \\ \hline 87 \\ - 119 \\ \hline 119 \end{array}$$

2.  $y = 131^\circ$   
 $x = 86^\circ$

$$\begin{array}{r} 131 \\ - 49 \\ \hline 82 \end{array}$$

$$\begin{array}{r} 131 \\ - 44 \\ \hline 87 \end{array}$$

3.  $x = 50$

$3x + 30 = 180 - 30 = 150 \div 3 = x = 50$

$x = 50$   $50 - 10 = 40^\circ$   $50 + 40 = 90^\circ$

Add all together =  $180^\circ$  Answer =  $40^\circ, 50^\circ, 90^\circ$

4.  $x = 67^\circ$

add up to  $360^\circ$

$$\begin{array}{r} 152 \\ + 90 \\ \hline 242 \\ - 293 \\ \hline 67 \end{array}$$

5.  $y = 58^\circ = \text{vertically opposite angles}$

$$\begin{array}{r} 122 \\ - 58 \\ \hline 64 \end{array}$$

6.  $x = 26^\circ$   
 $2x = 52^\circ$   
 $4x = 104^\circ$   
 $3x = 78^\circ$

$$\begin{array}{r} 36 \\ \times 2 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 36 \\ \times 4 \\ \hline 144 \end{array}$$

$$\begin{array}{r} 36 \\ \times 3 \\ \hline 108 \end{array}$$

7.  $y = 126^\circ$   
 $z = 126^\circ$   
 $x = 64^\circ$

$$\begin{array}{r} 126 \\ - 126 \\ \hline 0 \end{array}$$

7Y2 Paul B.

Angles Test

1.  $x = 78^\circ$

2.  $x = 86^\circ$

3.  $x = 50$

4.  $x = 67^\circ$

5.  $y = 58^\circ = \text{vertically opposite angles}$

6.  $x = 26^\circ$   
 $2x = 52^\circ$   
 $4x = 104^\circ$   
 $3x = 78^\circ$

7.  $y = 126^\circ$   
 $z = 126^\circ$   
 $x = 64^\circ$



## Students nominated by their teachers for producing outstanding work

Maths

**Ms Garcia**

Year 11

Excellent work produced by

*Weronika,  
Elmina,  
Kassandra,  
Serena,  
Nathan  
and David*

Year 13

*Rob I*



# Nathan-Solving Quadratic Equations with Graphs

## Revision SOLVING QUADRATIC EQUATIONS GRAPHICALLY

Test your understanding:

The graph shows  $y = 9x^2 + 36x + 32$ .  
 a) Estimate solutions to  $9x^2 + 36x + 32 = 0$   
 [FROM THE GIVEN GRAPH] ANS.  $x = -2.6, -1.3$   
 b) Estimate solutions to  $9x^2 + 36x + 32 = 5$   
 [Drawing  $y = 5$  on graph] ANS.  $x = -3, -1$   
 c) Using your graph, solve the simultaneous questions:  
 $y = 9x^2 + 36x + 32$   
 $y = x + 5$   
 [FROM GRAPH]  $\rightarrow (-2.8, 2), (-1.1, 4)$   
 ANS.  $\begin{cases} x = -2.8 \\ y = 2 \end{cases} \begin{cases} x = -1.1 \\ y = 4 \end{cases}$

### Questions:

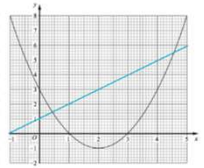
- 1) Graph shown is  $y = x^2 - 10x + 5$   
 a)  $x^2 - 10x + 5 = 0$  ANS.  $x = 0.5, 9.5$   
 b)  $x^2 - 10x + 5 = 10$  ANS.  $x = 2, 8$   
 c)  $y = x^2 - 10x + 5$   
 $y = 2x + 5$   
 [From the graph]  $\rightarrow (0.9, -3), (11, 16)$   
 ANS.  $\begin{cases} x = 0.9 \\ y = -3 \end{cases} \begin{cases} x = 11 \\ y = 16 \end{cases}$
- 2) Graph shown is  $y = x^2 + 2x + 3$   
 a) roots of  $f(x)$ ? ANS.  $x = -3, -1$   
 b)  $x^2 + 2x + 3 = 4 - x$  ANS.  $x = -4.5, 1.5$   
 c)  $y = x^2 + 2x + 3$   
 $y = 2x - 2$   
 [From the graph]  $\rightarrow (-3.9, -10), (1.8, 1.5)$   
 ANS.  $\begin{cases} x = -3.9 \\ y = -10 \end{cases} \begin{cases} x = 1.8 \\ y = 1.5 \end{cases}$
- 3) Graph shown is  $y = x^2 - 2x + 6$   
 $-x^2 - 2x + 3 = 0$   
 $-x^2 - 2x + 6 = -x + 3$   
 $y = -x + 3$   
 ANS.  $x = 1.2, 2.2$
- 4) Graph shown is  $y = x^2 - x$   
 $x^2 - 2x + 1 = 0$   
 $x^2 - x + 3 = x + 4$   
 $y = x + 4$   
 ANS.  $x = 1, 0.5, -1.5$

### Dr Frost

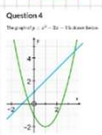
1) Graph shown is  $y = x^2 - 4x$   
 $x^2 - 4x = 5$   
 ANS.  $x = 0.6, 4.6$

2) Graph shown is  $y = x^2 - 2x$   
 $x^2 - 2x = 2$   
 ANS.  $x = 2.8, 0.8$

3) Question 3  
 The diagram shows the graph of  $y = x^2 - 4x + 3$  for  $x \geq 1$  and  $x \leq 5$ .  
 (2 marks)  
 Use the graph to solve the equation  $x^2 - 4x + 3 = 0$  for  $1 \leq x \leq 5$ .  
 ANS.  $x = 1, 3$

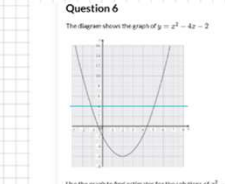


4) Graph shown is  $y = x^2 - 2x + 1$   
 $x^2 - 3x + 1 = 0$   
 $x^2 - 2x + 3 = x + 4$   
 ANS.  $y = x + 1$

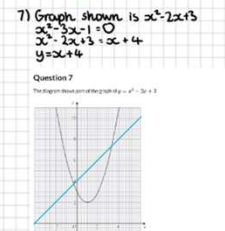


5) Graph shown is  $y = x^2 + 2x + 3$   
 $-x^2 + 2x + 1 = 0$   
 $-x^2 + 2x + 3 = x + 2$   
 ANS.  $y = x + 2$

6) Graph shown is  $y = x^2 - 4x - 2$   
 $x^2 - 4x - 6 = 0$   
 $x^2 - 4x - 2 = 4$   
 $y = 4$



7) Graph shown is  $y = x^2 - 2x + 3$   
 $x^2 - 3x + 1 = 0$   
 $x^2 - 2x + 3 = x + 4$   
 $y = x + 4$



8) Question 8  
 Here is a sketch of  $y = a + 4x - 2x^2$  where  $a$  and  $b$  are constants.  
 The graph intersects the  $x$ -axis at  $(-1, 0)$  and  $(\frac{1}{2}, 0)$  and the  $y$ -axis at point  $P$ .  
 (4 marks)  
 Work out the coordinates of point  $P$ .  
 ANS.  $(0, 7)$

**100%**

## Robert I – Variable Acceleration Unit Test

When  $t = 1, s = 2$   
 $2 = 2(1^3) - 2(1^2) + 4(1) + A$   
 $2 = 2 - 2 + 4 + A$   
 $2 = 4 + A$   
 $A = -2$

When  $t = 3, s = 30$   
 $30 = 2(3^3) - 2(3^2) + 4(3) + A$   
 $30 = 36 - 18 + 12 + A$   
 $30 = 30 + A$   
 $0 = A$

$2 = C + A$   
 $2 = C + 0$   
 $2 = C$

$6 = A$

$S = 2t^3 - 2t^2 + 4t + 6$

When  $t = 2, s = 2(2^3) - 2(2^2) + 4(2) + 6$   
 $s = 6m$

5.  $a = \frac{1}{500} (20e^{2-t^3})$   
 $S \text{ and } v = \text{Velocity}$   
 $V = \frac{1}{500} \left[ \frac{20e^2}{3} - \frac{e^2}{3} \right]$   
 $V = \frac{1}{500} \left[ \frac{20e^2}{3} - \frac{e^2}{3} \right]$





## Kassandra- Manipulating powers

## Kassandra- Manipulating powers

Serena

### Manipulating powers

#### Example:

1.  $27^{5x}$  in terms of  $3$

$$27^{5x} = (3^3)^{5x} = 3^{15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

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$$3^4 \div 3^{15x} = 3^{4-15x}$$

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$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

$$3^4 \div 3^{15x} = 3^{4-15x}$$

$$3^4 \times 3^{15x} = 3^{4+15x}$$

- find common 3
- put all in terms of same coefficient so it can then be simplified
- follow rules now that coefficient is the same
- $a^x \times a^y = a^{x+y}$
- $\frac{a^x}{a^y} = a^{x-y}$
- $a^{\frac{1}{x}} = \sqrt[x]{a}$
- $a^{\frac{1}{x}} \times a^{\frac{1}{y}} = a^{\frac{1}{x} + \frac{1}{y}}$
- $a^{\frac{1}{x}} \div a^{\frac{1}{y}} = a^{\frac{1}{x} - \frac{1}{y}}$
- $\sqrt{a} = a^{\frac{1}{2}}$

#### Extra cases:

$$\frac{1}{81} \rightarrow 81^{-1} \rightarrow 3^{-4}$$

$$\frac{1}{81} \rightarrow 81^{-1} \rightarrow 3^{-4}$$

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$$\frac{1}{81} \rightarrow 81^{-1} \rightarrow 3^{-4}$$

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$$\frac{1}{81} \rightarrow 81^{-1} \rightarrow 3^{-4}$$

$$1. 2^5 = 32$$

$$2. 4^5 = 1024$$

$$3. 8^5 = 32768$$

$$4. 16^5 = 1048576$$

$$5. 32^5 = 33554432$$

$$6. 64^5 = 1073741824$$

$$7. 128^5 = 33554432000$$

$$8. 256^5 = 1073741824000$$

$$9. 512^5 = 33554432000000$$

$$10. 1024^5 = 1073741824000000$$

$$11. 2^6 = 64$$

$$12. 4^6 = 4096$$

$$13. 8^6 = 262144$$

$$14. 16^6 = 16777216$$

$$15. 32^6 = 1073741824$$

$$16. 64^6 = 68719476736$$

$$17. 128^6 = 4398046511104$$

$$18. 256^6 = 281474976710656$$

$$19. 512^6 = 18446736964000000$$

$$20. 1024^6 = 1329224640000000000$$

$$21. 2^7 = 128$$

$$22. 4^7 = 16384$$

$$23. 8^7 = 2097152$$

$$24. 16^7 = 268435456$$

$$25. 32^7 = 353893888$$

$$26. 64^7 = 268435456000$$

$$27. 128^7 = 35389388800000$$

$$28. 256^7 = 6583417600000000$$

$$29. 512^7 = 1048576000000000000$$

$$30. 1024^7 = 1329224640000000000000$$

#### Technique:

1. Separate power expression

2. Use power rules to separate

3. e.g.  $2^{4+3} \rightarrow 2^4 \times 2^3$

4. Using given expression

5. Simplify

6. Now work out all  $(2^3)$  and

work as usual to get a value

7. more sure in exam, use same step

by step to make no errors

$$20. \frac{1}{144} \rightarrow 144^{-1} \rightarrow 12^{-2}$$

$$21. \frac{1}{144} \rightarrow 144^{-1} \rightarrow 12^{-2}$$

$$22. \frac{1}{144} \rightarrow 144^{-1} \rightarrow 12^{-2}$$

$$23. \frac{1}{144} \rightarrow 144^{-1} \rightarrow 12^{-2}$$

$$24. \frac{1}{144} \rightarrow 144^{-1} \rightarrow 12^{-2}$$

20/03/20

### Manipulating powers (3)

example:

$$4 \times 8^{2x} = 2^2 \times (2^3)^{2x} = 2^2 \times 2^{6x} = 2^{2+6x}$$

$$81 \times 27^{5x} = 3^4 \times (3^3)^{5x} = 3^4 \times 3^{15x} = 3^{4+15x}$$

$$27 \times \frac{1}{81^{3x}} = 3^3 \times 3^{-9x} = 3^{3-9x}$$

$$8 \times 0.25^{4x} = 2^3 \times (2^{-2})^{4x} = 2^3 \times 2^{-8x} = 2^{3-8x}$$

$$9 \times \frac{1}{81^{3x}} = 3^2 \times 3^{-12x} = 3^{2-12x}$$

$$1 \times 25^{3x} = 5^2 \times (5^2)^{3x} = 5^2 \times 5^{6x} = 5^{2+6x}$$

$$5^3 \times (5^2)^{4x} = 5^3 \times 5^{8x} = 5^{3+8x}$$

$$2^4 \times 16^{5x} = 2^4 \times (2^4)^{5x} = 2^4 \times 2^{20x} = 2^{4+20x}$$

$$5^2 \times \frac{1}{25^{3x}} = 5^2 \times 5^{-6x} = 5^{2-6x}$$

$$2^5 \times (2^3)^{4x} = 2^5 \times 2^{12x} = 2^{5+12x}$$

$$3^2 \times \frac{1}{9^{3x}} = 3^2 \times 3^{-6x} = 3^{2-6x}$$

$$2^6 \times \frac{1}{8^{5x}} = 2^6 \times 2^{-10x} = 2^{6-10x}$$

$$5^3 \times \frac{1}{125^{2x}} = 5^3 \times 5^{-6x} = 5^{3-6x}$$

$$2^7 \times \frac{1}{16^{3x}} = 2^7 \times 2^{-12x} = 2^{7-12x}$$

$$3^4 \times \frac{1}{81^{2x}} = 3^4 \times 3^{-8x} = 3^{4-8x}$$

$$2^8 \times \frac{1}{256^{3x}} = 2^8 \times 2^{-24x} = 2^{8-24x}$$

$$5^4 \times \frac{1}{625^{2x}} = 5^4 \times 5^{-8x} = 5^{4-8x}$$

$$2^9 \times \frac{1}{512^{3x}} = 2^9 \times 2^{-18x} = 2^{9-18x}$$

$$3^5 \times \frac{1}{243^{2x}} = 3^5 \times 3^{-10x} = 3^{5-10x}$$

$$2^{10} \times \frac{1}{1024^{3x}} = 2^{10} \times 2^{-30x} = 2^{10-30x}$$

$$5^5 \times \frac{1}{3125^{2x}} = 5^5 \times 5^{-10x} = 5^{5-10x}$$

$$2^{11} \times \frac{1}{2048^{3x}} = 2^{11} \times 2^{-36x} = 2^{11-36x}$$

$$3^6 \times \frac{1}{729^{2x}} = 3^6 \times 3^{-12x} = 3^{6-12x}$$

$$2^{12} \times \frac{1}{4096^{3x}} = 2^{12} \times 2^{-36x} = 2^{12-36x}$$

$$5^6 \times \frac{1}{15625^{2x}} = 5^6 \times 5^{-12x} = 5^{6-12x}$$

$$2^{13} \times \frac{1}{8192^{3x}} = 2^{13} \times 2^{-42x} = 2^{13-42x}$$

$$3^7 \times \frac{1}{2187^{2x}} = 3^7 \times 3^{-14x} = 3^{7-14x}$$

$$2^{14} \times \frac{1}{16384^{3x}} = 2^{14} \times 2^{-48x} = 2^{14-48x}$$

$$5^7 \times \frac{1}{78125^{2x}} = 5^7 \times 5^{-14x} = 5^{7-14x}$$

$$2^{15} \times \frac{1}{32768^{3x}} = 2^{15} \times 2^{-54x} = 2^{15-54x}$$

$$3^8 \times \frac{1}{6561^{2x}} = 3^8 \times 3^{-16x} = 3^{8-16x}$$

$$2^{16} \times \frac{1}{65536^{3x}} = 2^{16} \times 2^{-60x} = 2^{16-60x}$$

$$5^8 \times \frac{1}{390625^{2x}} = 5^8 \times 5^{-16x} = 5^{8-16x}$$

$$2^{17} \times \frac{1}{131072^{3x}} = 2^{17} \times 2^{-66x} = 2^{17-66x}$$

$$3^9 \times \frac{1}{19683^{2x}} = 3^9 \times 3^{-18x} = 3^{9-18x}$$

### Manipulating powers (4)

example:

$$16^m \times 64^n = 2^{4m} \times 2^{6n} = 2^{4m+6n}$$

$$\frac{1}{25^p} \times 125^q = 5^{-2p} \times 5^{3q} = 5^{-2p+3q}$$

$$\frac{1}{8^r} \times 16^s = 2^{-3r} \times 2^{4s} = 2^{-3r+4s}$$

$$\frac{1}{9^t} \times 27^u = 3^{-2t} \times 3^{3u} = 3^{-2t+3u}$$

$$\frac{1}{4^v} \times 8^w = 2^{-2v} \times 2^{3w} = 2^{-2v+3w}$$

$$\frac{1}{16^x} \times 32^y = 2^{-4x} \times 2^{5y} = 2^{-4x+5y}$$

$$\frac{1}{64^z} \times 128^a = 2^{-6z} \times 2^{7a} = 2^{-6z+7a}$$

$$\frac{1}{216^b} \times 216^c = 6^{-3b} \times 6^{3c} = 6^{-3b+3c}$$

$$\frac{1}{1000^d} \times 1000^e = 10^{-3d} \times 10^{3e} = 10^{-3d+3e}$$

$$\frac{1}{10000^f} \times 10000^g = 10^{-4f} \times 10^{4g} = 10^{-4f+4g}$$

$$\frac{1}{100000^h} \times 100000^i = 10^{-5h} \times 10^{5i} = 10^{-5h+5i}$$

$$\frac{1}{1000000^j} \times 1000000^k = 10^{-6j} \times 10^{6k} = 10^{-6j+6k}$$



David

Weronika

Handwritten notes on algebra, including quadratic equations, factorization, and solving for roots. The page is dated 24/03/20 and includes a 100% mark.

Handwritten notes on algebra, including quadratic equations, factorization, and solving for roots. The page is dated 24/03/20 and includes a 100% mark.

Handwritten notes titled "Manipulating powers 5 VIDEO" and "QUIZ". The notes include examples of manipulating powers and a series of quiz questions with solutions. The page is dated 24/03/20 and includes a 100% mark.

Handwritten notes titled "Manipulating powers 5 VIDEO" and "QUIZ". The notes include examples of manipulating powers and a series of quiz questions with solutions. The page is dated 24/03/20 and includes a 100% mark.





Elmina

Pedro

Manipulating powers (5)

**NOTES**

$5^k = 3$  find value of  $5^{4k+2}$   
 $5^{4k+2} = 5^k \times 5^2$   
 $= 3 \times 25$   
 $= 75$

$7^k = 8$   
 $7^{2k} = 7^k \times 7^k$   
 $= 8 \times 8$   
 $= 64$

$5^k = 3$   
 $5^{2k+3} = 5^{2k} \times 5^3$   
 $= (5^k)^2 \times 5^3$   
 $= 3^2 \times 125$   
 $= 9 \times 125$   
 $= 1125$

$4^k = 32$   
 $4^{k-2} = 4^k \div 4^2$   
 $= 32 \div 16$   
 $= 2$

$6^k = 2$   
 $6^{3k+2} = 6^{3k} \times 6^2$   
 $= (6^k)^3 \times 6^2$   
 $= 2^3 \times 36$   
 $= 8 \times 36$   
 $= 288$

$2^k = 3$   
 $2^{5k+4} = 2^{5k} \times 2^4$   
 $= (2^k)^5 \times 16$   
 $= 3^5 \times 16$   
 $= 243 \times 16$   
 $= 3888$

**QUIZ**

1)  $3^k = 4$   
 $3^{k+3} = 3^k \times 3^3$   
 $= 4 \times 27$   
 $= 108$

2)  $3^k = 2$   
 $3^{k+4} = 3^k \times 3^4$   
 $= 2 \times 81$   
 $= 162$

3)  $3^k = 18$   
 $3^{k+2} = 3^k \times 3^2$   
 $= 18 \times 9$   
 $= 162$

4)  $6^k = 4$   
 $6^{3k} = (6^k)^3$   
 $= 4^3$   
 $= 64$

5)  $3^k = 2$   
 $3^{2k+3} = 3^{2k} \times 3^3$   
 $= (3^k)^2 \times 27$   
 $= 2^2 \times 27$   
 $= 4 \times 27$   
 $= 108$

6)  $5^k = 3$   
 $5^{4k} = (5^k)^4$   
 $= 3^4$   
 $= 81$

7)  $7^k = 2$   
 $7^{3k+2} = 7^{3k} \times 7^2$   
 $= (7^k)^3 \times 49$   
 $= 2^3 \times 49$   
 $= 8 \times 49$   
 $= 392$

8)  $3^k = 2$   
 $3^{4k+2} = 3^{4k} \times 3^2$   
 $= (3^k)^4 \times 9$   
 $= 2^4 \times 9$   
 $= 16 \times 9$   
 $= 144$

9)  $6^k = 2$   
 $6^{2k+3} = 6^{2k} \times 6^3$   
 $= (6^k)^2 \times 216$   
 $= 2^2 \times 216$   
 $= 4 \times 216$   
 $= 864$

10)  $16^k = 4$   
 $16^{k+2} = 16^k \times 16^2$   
 $= 4 \times 256$   
 $= 1024$

1)  $3^k = 7$   
 $3^{3k+2} = 3^{3k} \times 3^2$   
 $= (3^k)^3 \times 9$   
 $= 7^3 \times 9$   
 $= 343 \times 9$   
 $= 3087$

2)  $2^k = 3$   
 $2^{4k+3} = 2^{4k} \times 2^3$   
 $= (2^k)^4 \times 8$   
 $= 3^4 \times 8$   
 $= 81 \times 8$   
 $= 648$

3)  $5^k = 2$   
 $5^{2k+3} = 5^{2k} \times 5^3$   
 $= (5^k)^2 \times 125$   
 $= 2^2 \times 125$   
 $= 4 \times 125$   
 $= 500$

4)  $4^k = 3$   
 $4^{k+2} = 4^k \times 4^2$   
 $= 3 \times 16$   
 $= 48$

5)  $2^k = 48$   
 $2^{k+4} = 2^k \times 2^4$   
 $= 48 \times 16$   
 $= 768$

6)  $7^k = 2$   
 $7^{3k+2} = 7^{3k} \times 7^2$   
 $= (7^k)^3 \times 49$   
 $= 2^3 \times 49$   
 $= 8 \times 49$   
 $= 392$

7)  $5^k = 2$   
 $5^{4k+3} = 5^{4k} \times 5^3$   
 $= (5^k)^4 \times 125$   
 $= 2^4 \times 125$   
 $= 16 \times 125$   
 $= 2000$

8)  $6^k = 2$   
 $6^{2k+3} = 6^{2k} \times 6^3$   
 $= (6^k)^2 \times 216$   
 $= 2^2 \times 216$   
 $= 4 \times 216$   
 $= 864$

9)  $3^k = 6$   
 $3^{3k+2} = 3^{3k} \times 3^2$   
 $= (3^k)^3 \times 9$   
 $= 6^3 \times 9$   
 $= 216 \times 9$   
 $= 1944$

10)  $3^k = 2$   
 $3^{2k+3} = 3^{2k} \times 3^3$   
 $= (3^k)^2 \times 27$   
 $= 2^2 \times 27$   
 $= 4 \times 27$   
 $= 108$

6/3/10 Solving Quadratic Equations Graphically

**Test your Understanding**

a)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
b)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
c)  $x^2 - 10x + 5 = 0$   
 $x = 11$

**Questions**

1)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
a)  $x = 11$   
b)  $x = 11$   
c)  $x = 11$

2)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
a)  $x = 11$   
b)  $x = 11$   
c)  $x = 11$

3)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
a)  $x = 11$   
b)  $x = 11$   
c)  $x = 11$

4)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
a)  $x = 11$   
b)  $x = 11$   
c)  $x = 11$

5)  $x^2 - 10x + 5 = 0$   
 $x = 11$   
a)  $x = 11$   
b)  $x = 11$   
c)  $x = 11$



Nina

1

2

3

4



## Students nominated by their teachers for producing outstanding work

RE

### Miss R Casey

7D - *Julia P*

She always creates new work for herself, not simply replying to my task and achieved 100% on the Easter Quiz we set.

8M - *Gery V*

The effort she has put in has been outstanding, completing every challenge! She has also done really well on the end of unit test and achieved 5/5 on her exam question.

8B - *Harry N*

Excellent effort in the classwork done but additionally received the top mark in the class in the Easter test.

8S - *Jordan I.*

His work is incredibly well done and he didn't skip a single task. He received 5/5 from me on his exam question.





## Julia – 7D

Dear MP,

I am writing to you today to inform you about a huge problem many countries in the world are facing today, and that is the persecution of religions and beliefs. I believe that this is a problem we should not ignore but help towards instead.

Recently, in Syria, this problem has become extreme. Over 744,000 people in Syria are Christians and they are being either forced to become Islamic by many violent Islamic gangs or they are abusing them even making them face death. One of the many groups is the jihadist group by the name of Islamic State (IS) have ordered many Syrian Christians to either convert to an Islam and stop following Christian traditions or die. The governments aren't doing anything to help stop this happening further [int](#) [he](#) world.

The percentage of religiously persecuted Christians is 80%

This is also happening in China where the president Xi Jinping is actually closing down churches and jailing missionaries to stop the continuous growth of Christians in China. This is not helping stop this but making the people angry and create oppression which is then turned into persecution by the president and leaders in China.

There are many ways in which you could help to help stop the population of persecuted go down for example donating money to either place the people in a safer environment or help them to live without feeling threatened or in danger of being found and forced to change their beliefs and religions. Many other people have also started creating campaigns to at least try to help those who don't have as much of the freedom we are lucky to have here in England.

I continue to believe that with your help, we will be able to put a stop to this cruelty happening in many countries in the world.

Your sincerely, Julia

Examples of Christian Persecution	Persecution in China	Persecution in Syria	Persecution in Nigeria
What is the history of Christianity in this country?	The most common type of persecution in China is of communist and post-communist oppression. The population of Christians in China is 97,200,000.	The Christian persecution in Syria is mostly because of Islamic oppression and the persecution level is extreme. The number of Christians in Syria is 744,000.	The type of Christian persecution in Nigeria is most commonly of Islamic oppression. The number of Christians in Nigeria is 93,791,000.
Who is trying to stop the growth of Christianity here? ~HINT~ is it the whole country/leader or a smaller group?	President Xi Jinping is closing down churches and jailing pastors to stop more Christianity in China.	In areas seized by the jihadist group Islamic State, the Christians have been ordered to change into Islam or face death.	Boko Haram is an Islamic extremist group that is anti-Christian. They are now spreading to further parts of Africa like Chad or Cameroon.
What are they doing to Christians/Christian tradition there?	In China, they are trying to make less of the population Christian by trying to make them not go to church by stopping churches or churches.	In Syria, there are many groups who really don't like Christians so they are being forced to become Muslims and not follow Christian traditions or die.	In Nigeria, it is quoted one of the most dangerous places to be a Christian because of the violent acts Islamic groups do to the Christians in Nigeria.
<b>CHALLENGE: Is it only Christians they are persecuting? Explain who else they are persecuting.</b>	China is mostly persecuting Christians but I think that for me it's like they're persecuting Jesus because he was a Christian and they are now persecuting all Christians.	In Syria, they are also persecuting the Sunni not just the Christians showing that they are actually persecuting all people with different religions or beliefs.	In Nigeria, they are mostly only persecuting Christians but the group Boko Haram are trying to persecute a lot of different beliefs people have.

Tuesday 24th March 2020

RE: EASTER REVISION

### People of God

Q1. The symbol of God's relationship with Noah is a rainbow.

Q2. Abraham is known as the father of faith because he was told that he would become the father of many generations to come.

Q3. Solomon had married many foreign women and he didn't listen to God's warnings after.

Q4. Exile means being banned from your own country.

Q5. The Jews were beginning to steal from each other and do everything they pleased. Because of this, God created the 10 commandments for them to follow.

Q6. David was picked to be king because God could see he was pure at heart and he cared for the lambs.

### Early church and Persecution

Q1. Monotheism is the belief in only one god.

Q2. The Romans did not trust the Christians because they

Q3. St. Augustine is important to the Church because he brought Christianity to England.

Q4. Jesus picked Peter to look after the Church because he was the one that realised and believed that Jesus was the Messiah.

Q5. The separation of the Church from Rome was called the Reformation.



# Gery – 8M

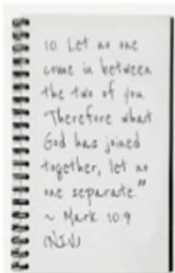
## FAMILY LIFE

Today we will:

- Look at the importance of marriage
- Consider why this is still important
- Reflect on opposing views

### TASK #1:

Look at the quotes below. Make annotations/answer the following FOCUS QUESTION:  
What does the Bible say about the importance of marriage?



I think that the words let one or separate them tell me that this is saying that no one should come between their marriage like an affair and then I also think that the words what God has joined means like people who marry through God as if the Catholic church means that you shouldn't get a divorced.

### TASK #2:

Watch the following clip and make notes below based on the FOCUS QUESTION:  
What does the Church believe about marriage (matrimony)?

### Sacrament of Matrimony

#### CHALLENGE:

What is against the purpose of marriage?

- Bring new life
- Holy trinity, man woman and child
- Rings symbol
- Couple must agree to 4 things
- No force marriage

1

- Marriage lasts forever
- Marriage = covenant
- Open to having children
- Homosexual marriage is not really valid but still happens

### TASK #3:

Read this quote from *Mulieris Dignitatem*, and make notes on the following FOCUS QUESTION:  
What does Church Teaching say about the role of men and women in a family?

Everything that has been said so far about Christ's attitude to women confirms and clarifies, in the Holy Spirit, the truth about the equality of man and woman. One must speak of an essential "equality", since both of them - the woman as much as the man - are created in the image and likeness of God. Both of them are equally capable of receiving the outpouring of divine truth and love in the Holy Spirit. Both receive his salvific and sanctifying "visits".

- Church says that they should be equal
- Equal because both created in the same image
- Also both created in the same likeness
- Both are capable of doing anything including having children

### TASK #4:

Read the information below and make notes about the roles in the family.  
**CHALLENGE:** What does Ephesians say about the roles within the family?

- Catholic church knows that there are different roles in a family
- No role is more important than another
- Everyone must work together
- Ephesians say that women should serve the men in the house
- They say this because the men are the head of the house
- Just like Christ is the head of the church
- Husbands need to love their wife
- Children need to obey their father and mother
- But the father shouldn't hit their children but tell them what is wrong, bring them joy and talk about Jesus and God.

### TASK #5:

Why is marriage and family life an important vocation?

Marriage and family life are an important vocation because a family is what holds the church. Everyone that is a Catholic or Christian or other religion and believes in the same religion are family. A family also is how the world started with Adam and Eve and their children.

2

The Catholic Church has always acknowledged that people play different roles within the family, and believes that these roles should be respected and supported. The different roles do not mean that one person is better than another. Instead they mutually work together to produce a harmonious whole. One of the earliest expressions of these roles comes from Paul's letter to the Ephesians:

**66** *As the subject to one another out of reverence for Christ, Jesus, be subject to your husbands as you are to the Lord. For the husband is the head of the church as Christ is the head of the church... Husbands, love your wives, just as Christ loved the church and gave himself up for her...*  
*Children, obey your parents in the Lord, for this is right. Honour your father and mother - this is the first commandment with promise. And fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.* (Ephesians 5:22-6:4 NIV)

Some people think that Paul was writing to the Ephesians in a way that was not fully progressive. The main point that Christians can take from Paul's teachings are:

- Family life is based on the love of Christ. What people do for each other, they also do for Christ.
- Husbands should love their wives as much as Christ loves the church of Atonement for them.
- Wives share their love for their husbands in doing what the husband asks, but the husband's love should mean that they only ask reasonable things of their wives.
- Children should obey their parents, as they are to be obedient to God. This obedience is a way for children to honour their parents.
- Fathers should show love and kindness to their children and not use any form of violence or discipline.

What does this mean for the family?

### TASK #6:

What are the challenges of family life in the modern world? I think that there are challenges in our house as a family because sometimes we may feel like we are not understood by others around us.

### TASK #7:

Answer this 5MQ, I will mark and give you feedback.

Explain two beliefs about the importance of family life and marriage as vocation in the Catholic Church (5)

I think that one belief is that men are the head of the house and that women should serve the men. A quote as evidence is "wives be a subject to your husbands," this means that women should serve the men of the house and literally too as they say even though they are supposed to be equal.

Another belief is that everyone in the family should work together and everyone's role in the family no one has a more important role than others. A quote to explain this is "the different roles to not presume that one person is better than the other," this quote tells me that everyone in the family is different but everyone in the family is equal and just as important as everyone else in the family.

3



## Harry -8B

### FAMILY LIFE

Today we will-

- Look at the importance of marriage
- Consider why this is still important
- Reflect on opposing views

#### TASK #1:

Look at the quotes below. Make annotations/answer the following FOCUS QUESTION-  
**What does the Bible say about the importance of marriage?**



1. It says that marriage is special
2. God has chosen you two people to be together for a reason
3. No one should separate your relationship  
The bible says about marriage that it is a sacred thing and that no one should stand between you and your partner's relationship. It also mentions that God has put you and your partner together for a reason.

#### TASK #2:

Watch the following clip and make notes below based on the FOCUS QUESTION-  
**What does the Church believe about marriage (matrimony)?**

<https://www.youtube.com/watch?v=eNKCv8vAK5>

The church says that marriage is a promise between a woman and a man to be brought together by god. It also says about people being homosexual and that it is not a good thing to be because you can never have children and that is one of the things a married couple are meant to do. Although the church still does not look down on you because god still loves you.

**CHALLENGE: What is against the purpose of marriage?** Being homosexual because in the church it is seen as sinful because they can not have children and it is seen as invalid. However they are still loved and welcome in the church.

#### TASK #3:

Read this quote from *Mulieris Dignitatem*, and make notes on the following FOCUS QUESTION-  
**What does Church Teaching say about the role of men and women in a family?**

Everything that has been said so far about Christ's attitude to women confirms and clarifies, in the Holy Spirit, the truth about the equality of man and woman. One must speak of an essential "equality", since both of them - the woman as much as the man - are created in the image and likeness of God. Both of them are equally capable of receiving the outpouring of divine truth and love in the Holy Spirit. Both receive his salvific and sanctifying "visits".

This quote is saying we are made in the image of god and all deserve to be treated the same. It also talks about women and men having the right to receive salvation and the freedom of sin.

#### TASK #4:

### Roles within the family

The Catholic Church has always acknowledged that people play different roles within the family, and believes that these roles should be respected and supported. The different roles do not presume that one person is better than another; instead they mutually work together to produce a harmonious whole. One of the earliest expressions of these roles comes from Paul's letter to the Ephesians:



Some people think that Paul was being sexist in these comments but, for the time he was writing, his views were fairly progressive. The main points that Christians can take from Paul's teachings are:

- Family life is lived in the love of Christ. What people do for each other, they also do for Christ.
- Husbands should love their wives unconditionally, even to the point of dying for them.
- Wives show their love for their husbands in doing what the husband

Read the information below and make notes about the roles in the family.

1. We all have certain roles within a family
2. Husbands should love their wives more than anything
3. There should be a certain level of trust within the relationship
4. Wives should also love their husband more than anything and wives should do what the husband asks to but it has to be reasonable
5. Children have to obey their parents
6. Fathers as well as mothers should show love to their children

**CHALLENGE: What does Ephesians say about the roles within the family?**

They compare men to being the head of women like Christ is the head of the church and that husbands should love their wives like Christ loved the church. It also talks about children obeying their parents so that they can live long on earth. Finally the parents should treat their children with love and not anger.

#### TASK #5:

Why is marriage and family life an important vocation?

**Marriage and family life an important vocation because:**

Marriage in life is an important vocation because it lets you know when the time is right to start thinking about a family and how you need to prepare for that. It also lets you know that god has chosen this time in your life for a reason and he thinks that you're ready to raise children and become a married person.

#### TASK #6:

What are the challenges of family life in the modern world?

Sometimes you may get stressed and that could be because people may not know what it is like to raise children. Another could be raising children correctly so that they are well mannered and grow up to be successful. Also another challenge of family life may be getting used to a new life and especially raising a child or even living in a new house. You have to spend more of your time with your family. My final example of a challenge could be a parent with a disability such as blindness and that could put them at a disadvantage at spending time with their family.



## Jordan – 8S

### TASK #1:

Look at the quotes below. Make annotations/answer the following FOCUS QUESTION:  
**What does the Bible say about the importance of marriage?**

The Bible talks about how you shouldn't get involved with anyone else and to let no one come in between you since God was the one who decided to put you together. This means you shouldn't break it or defy it since you would be defying God.



### TASK #2:

Watch the following clip and make notes below based on the FOCUS QUESTION:

**What does the Church believe about marriage (matrimony)?**

They believe it is a Covenant between God and the couple and that Jesus is present at every wedding. They also believe that once a couple has been married, it can't be ended.  
[https://www.youtube.com/watch?v=eNKV7vAK5\\_s](https://www.youtube.com/watch?v=eNKV7vAK5_s)

### CHALLENGE:

**What is against the purpose of marriage?**

If the couple refuse to have children which is what God intended for when the couple were married. Another thing against it is if two people of the same gender are married meaning they are unable to have children.

### TASK #3:

Read this quote from Muller's Dignitatem, and make notes on the following FOCUS QUESTION:

**What does Church Teaching say about the role of men and women in a family?**

Everything that has been said so far about Christ's attitude to women confirms and clarifies, in the Holy Spirit, the truth about the equality of man and woman. One must speak of an essential "equality", since both of them - the woman as much as the man - are created in the image and likeness of God. Both of them are equally capable of receiving the outpouring of divine truth and love in the Holy Spirit. Both receive his salvific and sanctifying "visits".

It says that in a marriage, men and women have the same job. It talks about how they are equal since they were made how God wanted them. It also talks about how they are both capable of receiving the Holy Spirit.

### TASK #4:

Read the information below and make notes about the roles in the family.

**CHALLENGE: What does Ephesians say about the roles within the family?**

It talks about how wives need to be obedient and follow their husbands like they would do for God. The husband is like Jesus where they are in charge of the wife like Jesus is in charge of the Church. The husbands also have to love their wife just as Jesus loves the Church. Children have to follow the first commandment by obeying their parents.

#### ■ Roles within the family

The Catholic Church has always acknowledged that people play different roles within the family, and believes that these roles should be respected and supported. The different roles do not possess that one person is better than another. Instead they mutually work together to produce a harmonious whole. One of the earliest expressions of these roles comes from Paul's letter to the Ephesians:



Some people think that Paul was being sexist in these instructions but, for the time he was writing, his views were fairly progressive. The main point is that Christians can take from Paul's teachings:

- Family life is based on the love of Christ. When people do for each other, they also do for Christ.
- Husbands should love their wives unconditionally, even to the point of dying for them.
- Wives share their love for their husbands in doing what the husband asks, but the husband's love should mean that they only ask reasonable things of their wives.
- Children should obey their parents, as Christ God's command. This obedience is a way for children to honour their parents.
- Fathers should show love and kindness to their children and not use any form of extreme discipline.

### TASK #5:

Why is marriage and family life an importance vocation?

Marriage and family life is an important vocation because you are doing what God intended for you to do by having children. God made people so they would get together and have children of their own to continue God's will.

### TASK #6:

What are the challenges of family life in the modern world?

One challenge is that you might struggle to make enough money to provide for your whole family. Another challenge might be that you don't know how to properly take care of your family or don't want to have one.

### TASK #7:

Answer this SMQ, I will mark and give you feedback.

**Explain two beliefs about the importance of family life and marriage as vocation in the Catholic Church (5)**

One belief about the importance of family life and marriage as vocation in the Catholic Church is that marriage is seen to be a covenant between the people getting married and God and it is called to you to do by God so you can have children which is what he aims to get you to do. This is shown in the Bible in Mark's Gospel where he says "Let no one come between the two of you. Therefore what God has joined together, let no one separate." Another belief about the importance of family life and marriage as a vocation in the Catholic Church is that everyone involved in it is equal. This refers to the husband, wife and children where the wife has to obey their husband as they would do to the Lord, the husband is the head of the wife and has to give up things for them like Jesus gave up his life for the Church and Christianity. The child also has to follow what God passed down through Moses by respecting their parents which is one of the Ten Commandments.



## Students nominated by their teachers for producing outstanding work

RE

### Miss R Casey

9M - *Kacper M*

Excellent effort, completing all the tasks, including Challenge and Mega Challenge tasks. Additionally, he received 5/5 on his exam question.

9A - *Jermaine A*

He has answered every question and all of his work is clearly his own. He has also made corrections when he has been asked a question.

10X1 - *Krystian A*

His writing is of a high level for GCSE RE and he has achieved top marks in his end of unit exam scoring the highest in the class.

11Y1 - *The whole class*: Their effort has not faltered at all!

They're actively chasing me for more work and want to show what they're capable of. Special mentions to Nikoletta, Patrick E and Ellie F





## Jewish Marriage

### Task #1:

Fill in the table below using the handout powerpoint attached named INFO HUNT GC EDIT.

Element	What is it?	Is this done in Orthodox tradition? Explain if needed	Is this done in Reform tradition? Explain if needed
Shadchan	A Jewish matchmaking professional	Still common in Orthodox Jews today	
Chuppah	a canopy beneath which Jewish marriage ceremonies are performed.	This is done in both traditions	This is done in both traditions
Ketubah	It is a marriage contract	Orthodox talk about the women serving the men	Reinforced are more balanced.
Yichud	Jewish law, men and women cannot be close to each other unless married	About 15 minutes in Orthodox religion	
Circling 7 Times	Represents the 7 days of creation	Is not done by all Orthodox Jews	Not common for Reinforced Jews
Breaking the Glass	It is common to smash a glass after getting married	Common	Common
Rings	Giving each other rings represents their bond	All Orthodox do this	

### Task #2:

Read the information on the matching slide to answer the questions below on the powerpoint called JEWISH MARRIAGE GC EDIT.

What do Jews believe about being Jewish? It is passed down from their mother

Kacper – 9M

What do Reform Jews believe about who you can marry? They can marry anybody they wish to

What do Orthodox Jews believe about who you can marry? They can only marry someone their mother picks

**CHALLENGE:** Where does the Orthodox belief come from? It comes from their parents, but the person who made it was in 1054.

**MEGA CHALLENGE:** How is this maternal belief different to common beliefs?

### Task #3:

Read the scripture below and answer the FOCUS QUESTION.

What does the Torah teach about the importance of marriage? When the man leaves

Therefore shall a man leave  
his father and his mother,  
and shall cleave unto his wife: and  
they shall be one flesh.

GENESIS 2:24 (KJV)

the house and leaves the parents behind to go marry his wife, they must treat each other well and see each other as one.

### Task #4:

Answer the following 5MQ, I will mark it. On the powerpoint named JEWISH MARRIAGE GC EDIT there are sentence starters and structures as we always have.

Explain two Jewish beliefs about marriage (5)

-HINT- features and practices

One belief about marriage would be that people want to be united with their destined soul mate, this is seen when it says "they shall be one flesh" which would only happen if they fit each other. Another belief is that who they marry has to also be Jewish, everybody in their family has to be Jewish or at least the mother, the mother is seen as an important figure in marriage.



## Jermaine – 9A

### Hanukkah

#### TASK #1:

Read the attached worksheet and watch the videos below and make a 10 KEY FACTS ABOUT HANUKKAH guide.

<https://www.youtube.com/watch?v=zsXQfCeMhs8>

<https://www.youtube.com/watch?v=YvEqBmGuIQ>

**CHALLENGE:** Can you link to Torah/Scripture in one of your facts?

#### 10 Key facts about Hanukkah

- 1.Hanukkah is celebrated every year around early December by Jewish families all over the world.
- 2.Many hundreds of years ago the area around Jerusalem was part of the Greek Empire.
- 3.The Jewish people rebelled against their rulers under the leadership of a Rabbi called Judas Maccabeus.
- 4.At first they made only small attacks on government soldiers but gradually they became more and more powerful.
- 5.Their small army came nearer and nearer to Jerusalem and Antiochus decided to send a huge army to fight against them.
- 6.The first thing which they wanted to do was to clean their religious meeting place, the Temple of Jerusalem, which had been desecrated by the Greek soldiers.
- 7.They lit a lamp on the altar as the Torah commanded but they only had a small amount of oil.
- 8.There was only enough for one day and it would take eight days to make some more.
- 9.They lit the lamp anyway to fulfil the mitzvot. The oil miraculously burned for eight days, by which time more was ready.
- 10.The middle branch holds the servant candle called the Shamash. The other eight branches (4 on each side of the Shamash) hold the Hanukkah candles. The Shamash is used to light all these candles.

What is the Yad? Why is it used?

It is a hand they use so that no one can put their hands on it so that it does not get damaged.

What is the Ner Tamid?

It is the eternal light.

What is the role of the cantor?

They sing the prayer and lead the congregation and singing.

Why are there no images of God or people in the Synagogue?

Because Judaism was worshiping statues so they wanted to separate the Jews.

What is a Minyan?

It is how many Jews they need to do services and prayers.

What is the Tefillin?

It is two black boxes they wear during morning prayers during the week.

#### TASK #2:

Create a mindmap or list explaining why the Synagogue is so important.

- The synagogue is important because it's a place for learning.
- Jewish people can spend time there
- On shabbat people have to go and worship.
- It's a time to be closer to God.

**TASK #3- CHALLENGE:** What do you think Reform Synagogues are like?

I think reform Jews are different because most of them have different beliefs and they have different ways of praying.



## 2 Mark Question -

'Baptism is necessary for a believer to receive salvation from sin'

Some denominations, such as Baptists, would agree with this statement. Only after Baptism are you considered a full member of the Church. You can't expect God to free you from all sin if you haven't really acknowledged Him and come into His Church. If you're not a member of the Church, you can't receive the Eucharist and therefore can't interact with God and carry out His will. In Baptism, you receive God's grace and this removes your Original Sin (which was given to us by Adam and Eve in Genesis 3). It also gives us the strength to resist further sin and evil. To achieve Salvation, you need to be a good Christian and sin as little as possible (and repent when you do). Baptism endows you with the strength to do so, and also gives you access to the Eucharist, where we receive the Real Presence of Christ, which makes us that much closer to achieving Salvation.

On the other hand, Baptism isn't necessary to be a good person. Yes, it removes Original Sin, but you can still carry out God's word and evangelise. How charitable and loving you are isn't dependent on a Sacrament that you've done. Whether you've been baptised or not, God loves everyone, as He is benevolent (CCC 278, "God's love is almighty"). He proved His love for us when He died on the cross for us. We've all received God's grace already. If Salvation happens in the future, He will deliver us all from sin, because He loves all of us. Also, we don't necessarily need Baptism to have a relationship with and experience God. The Holy Spirit (and so God) is present whenever one does acts of love or charity (as it says in Deus Caritas Est 19), so we can still have contact with God without Baptism.

You could argue that Baptism is essential for Salvation as even Jesus Himself was baptised. When Jesus was baptised, the Heavens opened up, He received the Holy Spirit, and God said that He was pleased with Him (as it says in Matthew 3). So, we do the same in the hope that we too may receive the Gifts and Fruits of the Holy Spirit and also please God. If Jesus Himself needed this extra boost of God's grace to help Him resist evil and do as the Father said, then so do we. Jesus' sacrifice was part of our Salvation (Salvation in the past) and so Baptism is necessary for us to finally be at peace and join the Father in Heaven. When someone is submerged during Baptism, it's called the 'waters of the tomb'. This shows that they are giving their life up completely to God, an act of devotion necessary if we want Him to absolve all of humanity's sins. When they are then lifted out of the water, they have a new life. Romans 6:4 tells us that, just as Christ was resurrected by the Father, we too should be Baptised so that we may 'walk in newness of life'.

Baptism isn't necessary for Salvation, being good and loving is. These are qualities that you can have even without Baptism. Baptism and the Sacraments just strengthen these qualities within us. There are many who are selfless and kind and who work for charities, that aren't even Christians. As it says in Youcat 295, our conscience moves us to 'do good under any circumstances and to avoid evil by all means'. We all have a conscience, so we all want to do

# Krystian – 10X1

good. Also, we will all receive Salvation anyway, as God loves us all. The Church is catholic, that is to say, universal. It is even one of the marks of the Church. Due to this, the Church's love is also universal, and by extension, God's love.

In conclusion, Baptism isn't necessary for a believer to receive Salvation. Even non-believers will receive Salvation from sin. God loves us all equally. To receive Salvation, I think the most important thing is being a good and charitable person and to avoid sin. As St. Paul said in Romans 7:19, "I do not do the good I want, but the evil I do not want is what I do". As long as we recognise that we are sinning and the repent for it and do good, we will achieve salvation.





# Nikoletta – 11Y1

Nikoletta Varga

In my answer, I will evaluate the statement above and state why some Jews may agree with this statement and why some other Jews may disagree and then state my opinion on the statement.

Some Jews may agree to agree with this statement because they believe that as it was said in the Torah and mentioned multiple times they must follow it. Keeping kosher includes not eating certain foods such as pork or shrimp as they are seen as unclean this may be seen in the third book of the Torah - Leviticus 11:3 where it states that 'whatever divided a hoof, thus making split hoofs, and chews the cud, among the animals, that you may eat' this means that animals such as pig can not be eaten as they do not have split hooves however cow-beef can be eaten. This scripture shows explicit dietary laws as in the end it says 'that you may eat' this, as a result, is why some Orthodox Jews, for example, may keep kosher completely.

However, other Jews may believe that keeping kosher is not the most important thing in today's society for a Jew; this may be because they believe that following other mitzvot is more important, for example, Abraham and Moses covenants, promises, and laws with God are more important to Jews in today's society. This may be due to the fact that those are some of the first things that Jews are taught - 10 commandments from the covenant at Mount Sinai such as 'honour your mother and father' or the circumcision that they receive only at 8 days old as said to Abraham in Genesis 'Every male among you shall be circumcised'. This is what modern Jews are taught from a young age therefore they may value it more and find it as more important.

On the other hand, some Jews may further argue that keeping kosher is the most important thing in today's society as children are taught about keeping kosher from a young age as well, this is done so they do not break any mitzvot that are found in the Torah, for example, one of the keeping Kosher diet rules is not to mix milk (dairy) with any meat (not including fish) this is seen in the second book of the Torah - Exodus where it says 'you shall not seethe a kid in its mother's milk' this is a reference to the dietary law where milk and meat shouldn't be mixed. This dietary rule is followed by all from a young age therefore it would hold meaning to those who follow it and be seen as highly important.

Whilst other Jews would argue that keeping kosher is not the most important thing for a Jew in modern society, this is because some reformed Jews may not even practice keeping kosher in their homes, this may be a result of the society they live in - where it is difficult to access kosher food items or it may even be for medical/health reasons and in the Torah, in Deuteronomy 14:3 it says 'Thou shalt not eat any abominable thing' this means that God doesn't want us to eat anything that could harm his people therefore if they have a health problem they must care for that rather than following the kosher rules.

To conclude I believe that keeping kosher is very important to a Jew as it is the rules that God gave them to live by- so they could receive a messiah and be saved, however, there may be an incident of Pikuach Nefesh and this would override any Jewish law, therefore, keeping kosher may be not the most important thing for a modern Jew as saving lives and protecting the world is.

## Dietary Laws

### Learning Objectives-

- Know about Jewish dietary laws and understand their significance

### Key Words-

- **Dietary Laws** - rules that deal with foods which are or are not permitted to be eaten, also how food is stored and prepared
- **Kosher** - food that meets the requirements of Jewish laws
- **Trefah** - food that Jews are forbidden to eat - means torn

### TASK #1:

Watch the video attached and make notes below about what you learn about 'keeping kosher' as a diet.

- No pork
- No seafood that doesn't have scales
- No meat and dairy
- Kosher slaughterers
- Kosher dishes - drop utensils in boiling water one by one to 'clean them' on make them Kosher
- Kosher wine

### TASK #2:

Watch this video below and pick up the three main rules about keeping a kosher diet, <https://www.youtube.com/watch?v=TYK06K9y7YQ>

1. Can't eat some animals
  - Pork, Shrimp, and Shellfish
  - Torah gives a long list of animals calling them clean and unclean
2. Kosher slaughter
  - Shechita- the rules of how the animals must be butchered and prepared
  - There's a labeling system on 'OU' sign
3. Can't combine meat and milk
  - No hamburger, can't put butter in mashed potato is served with meat; most people wait 1h-6h before eating the other
  - Food that isn't milk or meat is called Pareve you can have this with anything

Exodus 23:19 - You shall not seethe a kid in its mother's milk

**CHALLENGE:** How might a reform Jew follow or understand these rules?

They may not follow all Kosher dietary requirements it depends on the community they live in. They may follow some or none of the requirements. In addition, they may follow these rules of certain dates or special occasions.

### TASK #3:

Use the PowerPoint and matching slide to add any KEY FACTS about Kosher to your information above.

### Extra Key Facts

- Jews follow rules on what to and not to eat and how to and not to prepare food
- Food that is acceptable for a Jew to eat is called Kosher
- Food that is not acceptable to eat is called Trefah
- Meat and Dairy must not be mixed so many Jews have separate utensils and areas to make the food. Food such as Bolognese, Beef Sandwiches and etc. would not be allowed

Examples of Kosher Food	Examples of Trefah Food
Cows, Sheep, Goats, Deer	Pork, Camel, Rodents, Reptiles
Fish that have scales and fins such as salmon and tuna, carp and cod	Seafood without scales and fins such as crabs, prawns, lobster oyster and clams
Cheese that has been certified Kosher	Cheese that hasn't been declared Kosher
Any fruit or veg as long as they are free from insects	Any insects or amphibians such as frogs

### TASK #4:

Read the scripture below and annotate/answer the following

**FOCUS QUESTION-** What does it teach Jews about the importance and history of Kosher?



This tells Jews that they may not feed from an animal that has hooves (divided) and that chews the cud

These animals may be used as they fit both of those requirements. This is why Jews can eat cows

This shows the importance of that exact dietary law for Jews as it is explicitly written from them to learn about. In addition it holds meaning as it has been passed through generations and has been followed by their ancestors

**CHALLENGE:** Are there issues with this view?

I think there may be as if something happens in the world where resources are scarce and the Orthodox Jews still want to follow the Kosher Mitzvot they may find it very hard and this may lead to possibly starvation if they are very 'stubborn' about it.

### Task #5:

Use the PowerPoint to answer the following FOCUS QUESTION- How must kosher food be prepared?

- All animals must be killed with a very certain and sharp knife
- Animals must be conscious when they are killed
- Blood needs to be drained FULLY from the animal, as it cannot be eaten with blood in it - isn't Kosher

### CHALLENGE:

Does modern Britain support this?

I think that modern Britain does support this to an extent as they do believe that the Jews can follow their beliefs and provide foods that are Kosher in supermarkets, however, it isn't the main belief of modern Britain and Kosher and dietary foods can not be found everywhere.

### TASK #6:

Complete the table below explaining what the different branches of Judaism think about keeping kosher? Use Google to help you if you wish.

**LITERACY CHALLENGE:** Use accurate keywords

ORTHODOX	REFORM
<ul style="list-style-type: none"><li>➢ Orthodox Jews keep all the rules of kosher.</li><li>➢ Some even have separate utensils and perhaps fridges for the preparation and storage of meat and dairy products.</li><li>➢ They believe in the rules and mitzvot literally and very seriously.</li></ul>	<ul style="list-style-type: none"><li>➢ Although Reform Jews may choose to observe all of the kosher.</li><li>➢ They believe this is down to personal choice.</li><li>➢ Some Reform Jews observe a selection of the laws.</li><li>➢ Others observe kashrut at home but not elsewhere.</li></ul>

### TASK #7:

Answer the following 5MC, I will mark this and send the grade back to you.

**Explain two Jewish beliefs about kosher dietary laws (2)**

One Jewish belief about kosher dietary laws is that you shouldn't mix meat with dairy products this can be seen in the Torah in Exodus 23:19 where it says 'You shall not seethe a kid in its mother's milk' this shows that you shouldn't mix the 2 foods together and the Jews take this very seriously. Another belief is that Jews can only eat kosher meats that have hooves this doesn't include pig, therefore, they can not eat pork this can be seen in Leviticus 11:3 'You may eat any animal that has a split hoof completely divided and that chews the cud', most Jews will follow all the Kosher dietary laws as it is important to them.



**Students nominated by  
their teachers for  
producing outstanding  
work**

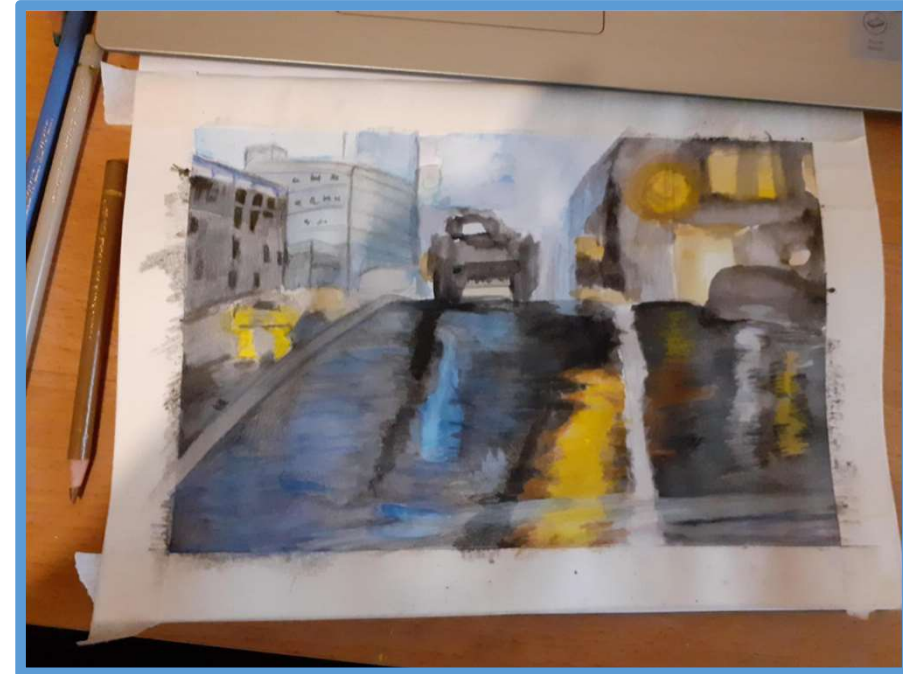
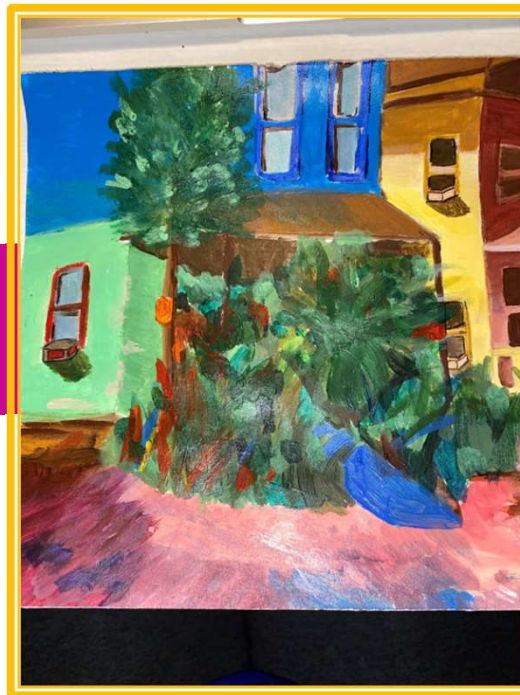
Mr Lomax

Year 10

*Chanel M* ( on the left) and *Emily M* (on the right)

excellent responses to landscape painting task

**Art**





**Students nominated by  
their teachers for  
producing outstanding  
work**

**Geography**

Mr Martin

Year 11

in particular excellent 9-mark extended writing from:

*Elmina, Charles, Jacob, Matthew,  
Fiona, Natalia, Ellie, Nathan and Alfie.*

Excellent response well to teacher edits and suggestions:

*Ayoola, Isaac, Xavier, Genesis, and  
Dylan.*



## Students nominated by their teachers for producing outstanding work

**History**

### Mr Williams

7S excellent response from the class to the “Castle Challenge” from all students, showing resourcefulness and ingenuity

with special mentions going to

*Crystal and Rahylen.*

[Click here for the complete Castle Presentation](#)





# Castle Presentation Rahelyn





Front of the castle

At the front of the castle, there are two barbicans which can be manned by your best soldiers. Barbicans - due to its round shape - can deflect things thrown at it easily which means that your castle can survive many attacks. There is a 360 view from the top which can be used by those who you have employed to be look-outs. There are also two more at the back for those who want to intrude your castle in different ways. They also have spiral stairs leading to the roof so that if attackers do manage to find a way into this castle, it will be harder to attack as the defenders will always had an advantage point- they can run down and point their swords down giving them better chances of making a kill.

A hand-drawn diagram of a castle with various parts labeled. The castle has a central gatehouse with a portcullis, flanked by two towers. The left tower has a drawbridge and a moat. The right tower has a barbican. The central gatehouse has a portcullis. The castle is surrounded by a moat and a drawbridge. Labels include: thick walls, village, towers, drawbridge, moat, portcullis, barbican, murder holes, and a small drawing of a flower.

Arrow slits are used by archers to fire arrows at those who want to attack this castle. We have designed it so that the archers have more than enough room to shoot from their holes but the attackers have an extremely low chance of even getting one arrow through. There is also a wide shooting range where they will be able to shoot at many people in different areas of the front of the castle. The arrow slits are at different heights, ensuring you can get the best aim.

*For the complete description click on this link:*








*For the complete description click on this link:*





Thank you for  
sharing your amazing  
work!