

St Martin-in-the-Fields High School for Girls

A Church of England Academy
Service Compassion Justice Perseverance



SIMPLY THE BEST!



**HOME
LEARNING**
at St Martin's

ISSUE FOUR
07.05.2020

INTRODUCTION

Welcome to Issue 4 of our St Martin's Home Learning bulletin, Simply the Best! This bulletin is a showcase of students learning and a celebration of their maturity and continued determination to focus on their education.

The bulletin brings together a small example of excellent learning for all to see and celebrate. We want to take this opportunity to share with all members of our school community how proud we are of our students' learning.

During school closure, we will be producing regular bulletins. So students, if an example of your learning is not in this edition, there will be plenty more opportunities for you to contribute.

We hope you enjoy reading this issue and we look forward to sharing a new Simply the Best Bulletin at the end of every week.

"The motto of the school Caritate et Disciplina -With Love and Learning, is driven by all staff in a common endeavour to improve pupils' life chances" (Ofsted). We are witnessing this commitment first hand as we all pull together during these unprecedented times.

Beverley Stanislaus
Headteacher



ART

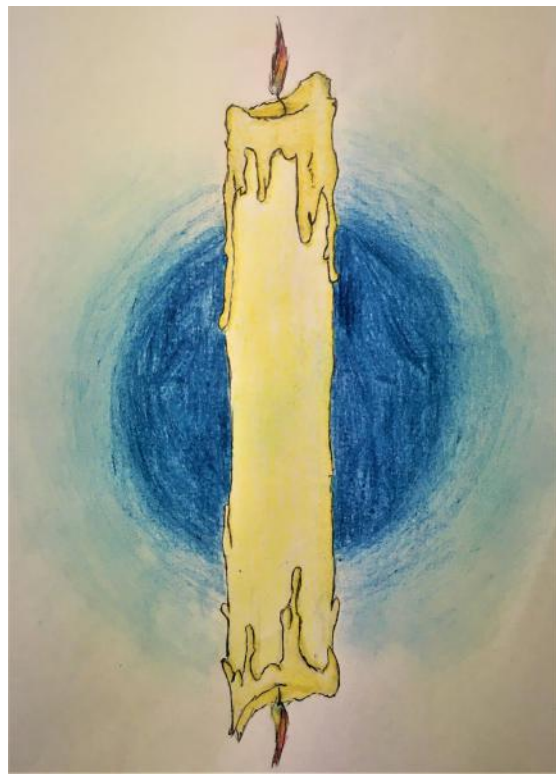
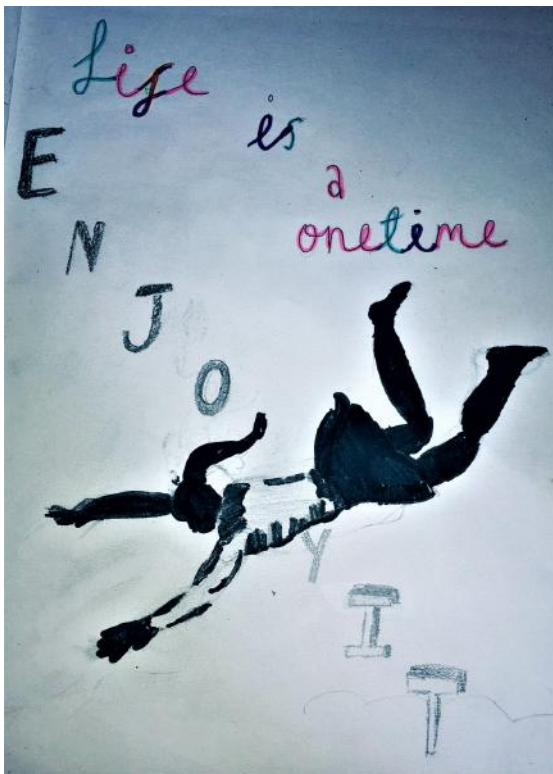
Empress and Tanisha Year 7

Students were asked to look at different examples of Andy Goldsworthy's sculptures, then using natural or man-made materials found from either around the house or garden; to produce and photograph a similar 3D sculpture of their own inspired by their chosen example of Andy Goldsworthy's work.



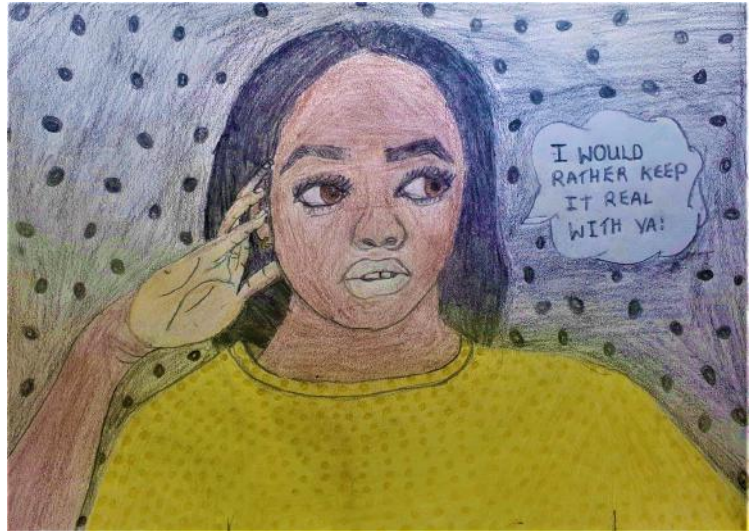
Julieth and Zaneta Year 8

Students were asked to look at different examples of Banksy's work for inspiration, then to search and choose a well known saying or phrase that they were to 'develop' into a Banksy inspired graffiti style of artwork; much like the 'SHOP TIL YOU DROP' example given.



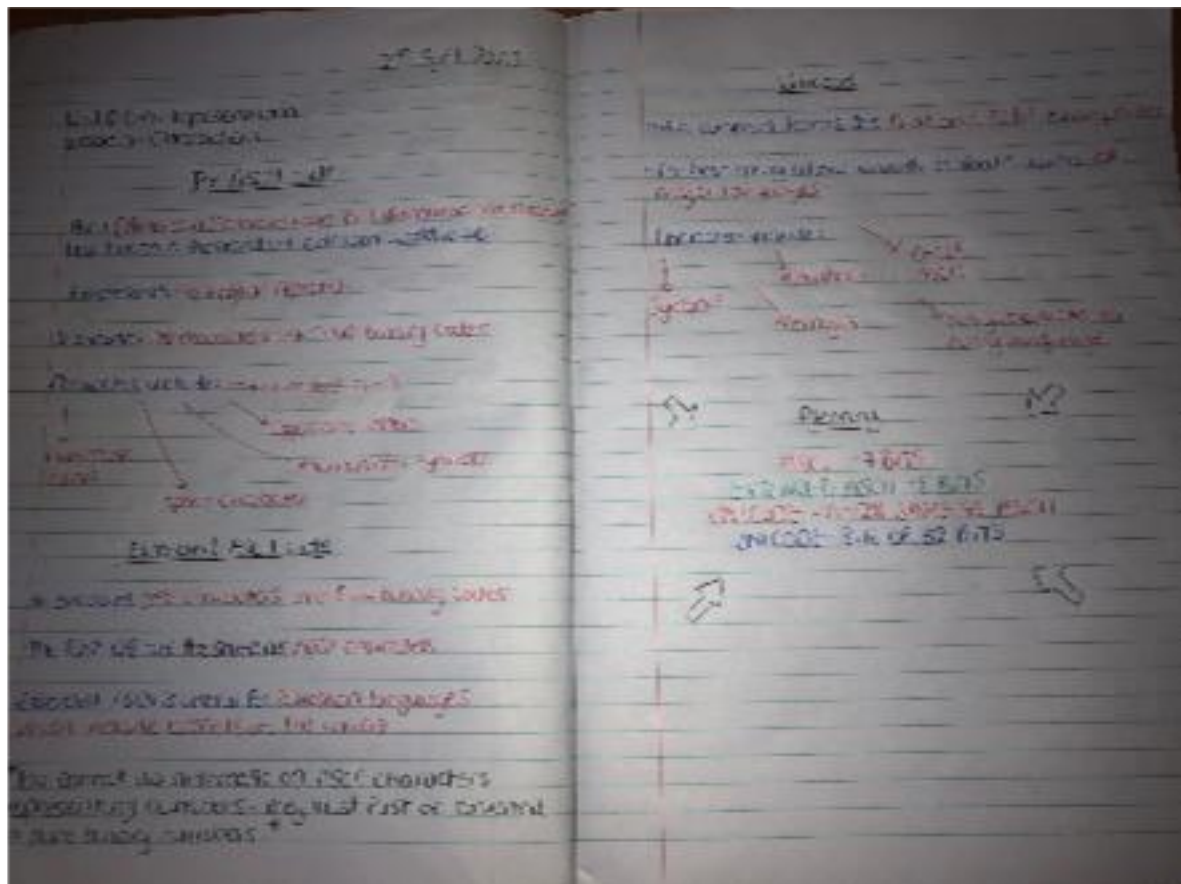
Chenique and Geraldine Year 9

Students were asked to look at different examples of Roy Lichtenstein's work for inspiration, then create a 'Comic Style' Pop Art Portrait. Students were free to choose a self-portrait or base the work on a family member or friend. They were invited to create a situation or 'story' with dialogue, much like Lichtenstein's work.



COMPUTER SCIENCE

Temitade Year 10



Write your initials in binary digits below using the ASCII table

0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Using the 8-bit ASCII set, what would be the total size in bytes of the words 'Computer Science'?

15 bytes 16 bytes (space is a character)

What is meant by a character set?

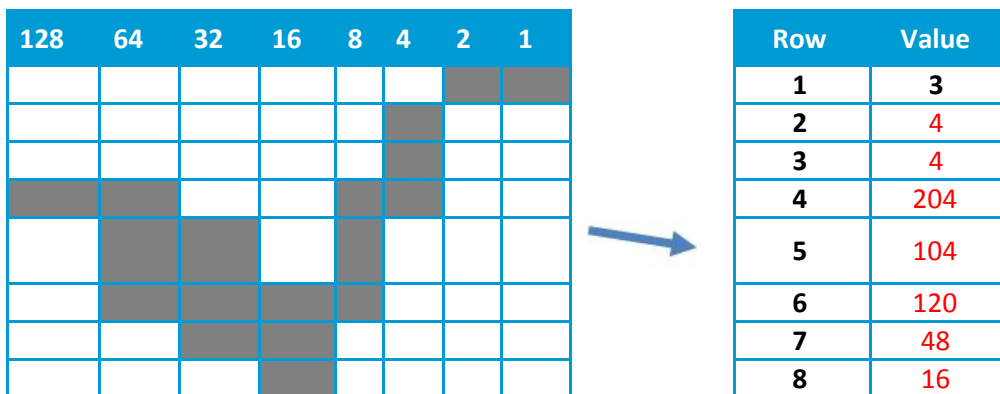
A group of characters that a computer recognises in its binary representation.

How many characters can be represented with the 7-bit ASCII character set?

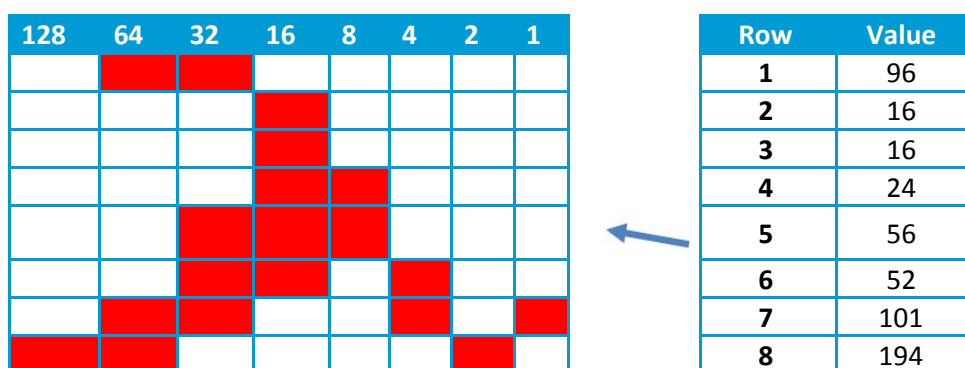
128

Mathematical symbols not represented by keys on the regular QWERTY keyboard are displayed on a computer monitor using an 8x8 grid. Working right to left, columns in the grid are given binary place values of 1, 2, 4, 8, 16, 32, 64 and 128. The values from each row are stored in a table, using the place values to calculate the total. Row one in the figure below gives the value of 3.

a) Complete the values for rows 2-8 to store the square root character $\sqrt{\quad}$.



b) Draw the lambda character formed from the data values in the table below:



ENGLISH

Maryam Year 10



What does this picture suggest to you?

8 o'clock. Thursday. No later, no earlier.

They come..... Who, you ask? The earthlings. They come treading on my face making it flatter than it already is (I don't know if that is even possible, since I am just a big, flat slab of concrete). They get excited and I get exhausted. I see the son's leather hit my eye and see that it is a brand-new sepia,

burnt sienna coloured leather shoe. As he walks forward, the suffocating smell of the fresh, newly opened shoes penetrating the walls, the doors, the windows, the balcony, the streets, the whole city. The small steps on my mouth, not giving me enough time to devour the stench of the leather. His shoes have a very unique earthy flavour. He moves over to make room for his father.

And so he steps on my right ear. I hear his muffled watch ticking as he slips his hands out of his pockets and starts clapping. 8:01 pm. The father steps out and squashes my eyes. I see that he is wearing the boots, which he wears while cutting down the trees in the forest. Quickly, he moves and walks on my nose, I smell the overwhelming smell of the damp moss, rain, wet tree trunks, flowers, and needle-covered paths. I feel his wet shoe on my tongue and it tastes like wet tree twigs and crunchy leaves. Swiftly he stops at my left ear and I hear him stir the cup of tea he has. But, before I could sense if he had a tea bag in his cup (by the speed of his stirring), gently placing it down on the coffee table. So that his hands are free to clap. 8:03 pm. The wife steps out on my eye, slowly, taking gentle steps. I see her stitched yellow flowers, on her weightless yellow shoes. Right behind her, is her 10-month-old baby girl who tenderly crawls onto my eyes without giving me time to blink. I feel as her chubby small hands squish the inner corner of my eye. The mother and daughter are right behind each other.

They both step on my nose. I take in the fragranced smell that radiates from the mother, which smells like her lavender perfume which she wears on a regular day. Seconds later, I've found myself drunken by the warm funky scent of the downy baby crown. Following one another, they walk towards my mouth. I drown, as I taste the powerful soil from the mother's shoe, from when she was gardening at dawn. Seconds later, my mouth is full from the taste of baby powder, Johnson's baby lotion and shower gel, the taste of this baby poisons me every time.

They stop and stand.

Now, the mother is holding the baby in her arms so that they can both enjoy the view and clap together (except the mother because she has her hands full). The whole family clap in unison, but I can't as my ears are blocked. These are the moments when I love being a balcony.

GEOGRAPHY

Apeksha Year 10

RANKA

DATE / /


PAGE

DEVELOPMENT DYNAMICS

Population Pyramids


"Xmas tree"

Developing



"Box"

Developed

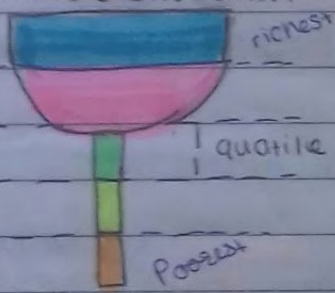


Wide bases → high fertility
 Life expectancy ↓
 Straight base → decline fertility
 Narrow → ↓ fertility
 triangle → high infant mortality
 death rate high
 Square - working high expectations
 ▽ → death rate ↓ than birth

- Slow growth rate
- high birth rates
- ↓ life expectancy
- low infant mortality
- Slow population growth
- Low life expectancy

Global Inequalities

Glass distribution



Factors

Physical Environment

- tropical countries reverse development
- Seas helps to trade

Colonialism

- more colonies → ↑ in economy

→ Neo-colonialism = rich countries dominate & politically

Political and Economical Policies

→ Open economies help development occur faster

Social investment

Support

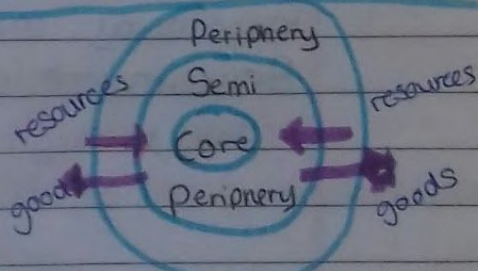
Rich interfering internal policies
 unbalance trade
 Developing in debt

Criticism

non-colonised poor countries eg. S. Korea
 managed to develop
 Campaigns
 Capitalism → eg. Free trade
 positive link core & periphery

Theories

= ↑ in development



resources → goods

← resources ← goods

to high value trade made countries poor

MANDARIN

Rihanna Year 7

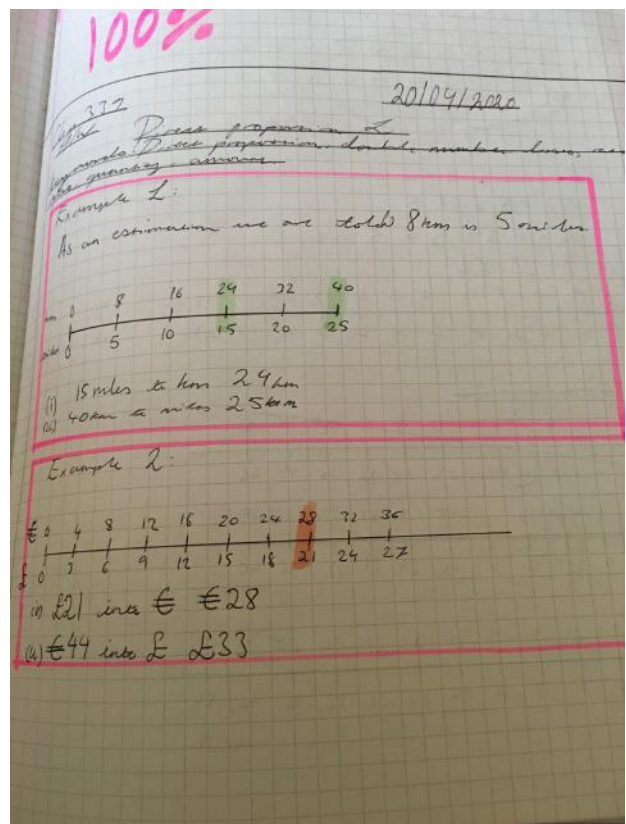
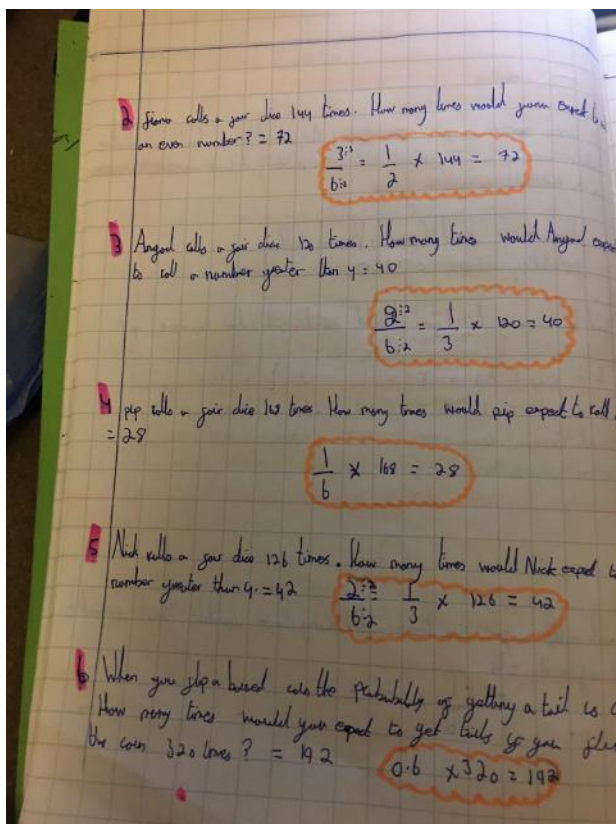
Translation

- 1.1 Xiǎomāo zài nǎr?
Where is the kitten?
- 1.2 Xiǎogǒu zài yǐzi xiàmiàn.
The puppy is under the chair.
- 1.3 Nǐ zài nǎr gōngzuò?
Are you working?
- 1.4 Wǒ érzi shì yīshēng.
My son is a doctor.
- 1.5 Wǒ māma zài yīyuàn gōngzuò.
My mother works in a hospital.

- 1.6 Wǒ bù gōngzuò , wǒ shì xuésheng.
I don't work , I am a student.
- 1.7 Wǒ bàba jīntiān bú zài jiā.
My dad is not at home today.
- 1.8 Wǒ péngyǒu zài xué xiào.
My friend is at school.
- 1.9 Wǒ de bēiz zài nǎr?
Where is my cup?
- 1.10 Wǒ zài xuéxiào kàn shū.
I read books at school.

MATHEMATICS

Elisha Year 7 and Julieth Year 8



RELIGIOUS STUDIES

Sienna Year 10

Topic: Religion, Peace & Conflict Question: Can war be justified?

Sienna debates different viewpoints on the issue of whether war can be justified, she refers to Christian teaching from the Bible and also the Just War theory developed by Thomas Aquinas in this answer.

'It is not acceptable to go to war, even if it ultimately leads to a better outcome.'

Sometimes war can be justified by the reason, the intent and the means used to fight the war. If the intent, the means and the reason for going to war are just, for example, to defend your country. However in a war there is no denying that millions of people become displaced, are injured or killed. Moreover most Christians believe that it is better to forgive rather than have to seek retribution. However, war is right in some situations but should be used as the last resort.

Many people, e.g. Quakers, argue that war is never right and in many ways I agree with them. It causes untold misery to so many people who lose loved ones on the front line. Jesus taught his disciples not to use violence when he was being arrested in Gethsemane. He said, 'Those who live by the sword die by the sword.' We can see from the Middle East that all the conflict there over the past twenty years has resulted in yet more conflict. The many deaths as a result of war cause lifelong suffering for families and the terrible injuries from cluster bombs and other explosive devices lead to trauma for those injured. War ruins a country's economy and infrastructure, leaving people homeless and hungry. They are left with absolutely nothing and may flee the country, becoming refugees. We see this in the world today, where nothing good has come from the war in Syria. War also uses a lot of money which could be put to much better use. It is bad stewardship to spend huge sums on killing while letting so many people die of starvation. According to Jesus, we shall be judged on how we have treated those in need. This means we should be feeding and educating people, not killing them.

However, it could be argued that in certain situations war is the lesser of two evils. Although it is never good, it may sometimes be right. If a corrupt regime is in power, the only way of overthrowing it, then surely as an absolutely last resort, a nation like ours with the means to get rid of it is justified in doing so to help the population of that country. The Just War theory is a Christian theory that tries to limit the wars being fought, but it does accept that in some cases, going to war might be justified.

Overall, though I think that the statement is right. Jesus told his disciples to love not only their neighbours but also their enemies. Going to war against our enemies is hardly loving them.

Oluwatunmise Year 8

Write a conversation between a Christian and a Muslim talking about money.

"Hi Iman, I was curious and wanted to ask you a few questions about giving to the poor."

"Of course, I would be happy to help!"

"Thank you! What key ideas do you see about Islamic teachings on money?"

"Good question, I'll give you three key ideas. Wealth can be enjoyed, but do not let it distract you; It is never acceptable to earn a living by doing wrong; Practice charity toward the poor, orphans and those in need. I hope I answered your question well!"

"Thanks, that really helped! Next question. What motivates Muslims to give?"

"The Quran motivates us in many ways! In the Quran it says that if you go to bed with your belly full and your neighbour goes to bed with their belly empty you are not a Muslim this will motivate us Muslims to give because we all want to be good Muslims."

"The Quran also teaches to give zakat, but what is zakat?"

"Zakat is the third pillar of Islam. It is the practice of charitable giving by Muslims based on the amount you earn and must be done by all Muslims that are able to do so. Zakat means giving 2.5% of your wealth to the needy and poor. For example if you earn £1000 you would give £25 for zakat. On top of that we can also pay Sadaqah. It is any extra payment made above Zakat. It is also any good deed that is done for the sake of Allah, rather than for selfish reasons."

"Well thank you, I've learnt so much!"

"I think it's time for me to learn from you, so what is your perception of giving to the poor in Christianity?"

"In Christianity the Bible tells us to love our neighbours as ourselves. This teaches us to treat each other the way we want to be treated. Like if you were hungry and didn't have enough money to buy food you would want someone to help you out, but why would someone help you out when if it were the other way round you wouldn't help them. Our neighbours could be anyone around the world in need, which means we need to show love to everyone by being generous."

"Our religions have similarities and differences on giving to the poor. The similarity would be that we are both advised to give to those who are less fortunate. On the other hand Islamic teachings on giving to the poor are more focused on in the Quran than in the Bible."

"I agree. Well it was lovely talking to you, bye!"

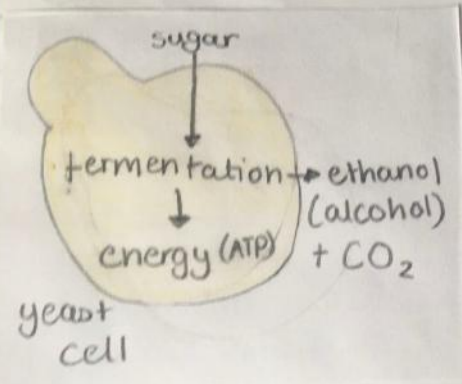
"Bye!"

SCIENCE

Namuun Year 8

Fermentation

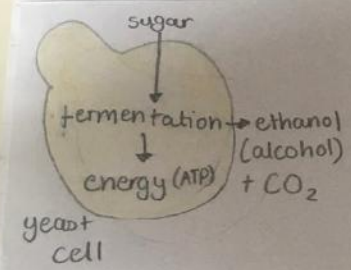
What microorganism is used?
In cider, the microorganism used is yeast, this creates a chemical reaction called fermentation. It reacts with glucose from the sugar to create alcohol. It has enzymes in the yeast which speed up fermentation, so the reaction will occur faster, best works in a warm environment.



Glossary

- Fermentation** = A type of anaerobic respiration in which glucose is converted into ethanol, carbon dioxide, and energy.
- Biotechnology**: The use of biological processes or organisms - to create useful products.
- Enzyme** = Substances that speed up the chemical reactions of digestion resulting in large molecules being broken into small molecules.
- Anaerobic respiration** = Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms).


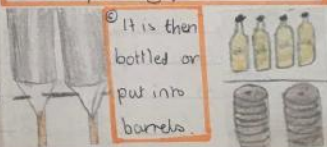
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The Fermentation Reaction
Fermentation makes many things humans eat and drink from biotechnology, such as:
- beer
- wine
- cider
- bread
It uses anaerobic respiration and creates lactic acid, ethanol and carbon dioxide. Without fermentation you wouldn't be able to make alcohol and your bread would appear to be flat.
The word equation for fermentation is:
glucose → ethanol + carbon dioxide (energy)
(reactant) (products)

Process of making Cider

- Apples are added to a large container to be crushed.
- Yeast is then added to ferment the sugar from the apples into alcohol.
- The container is sealed to keep out oxygen and other microorganisms.
- The mixture is left until the sugar has fermented into alcohol.
- The apples are then removed from the liquid by filtration.
- It is then bottled or put into barrels.

THANK YOU TO THE NHS, CARE WORKERS AND ALL OTHER KEY WORKERS

Sarah Year 11

