

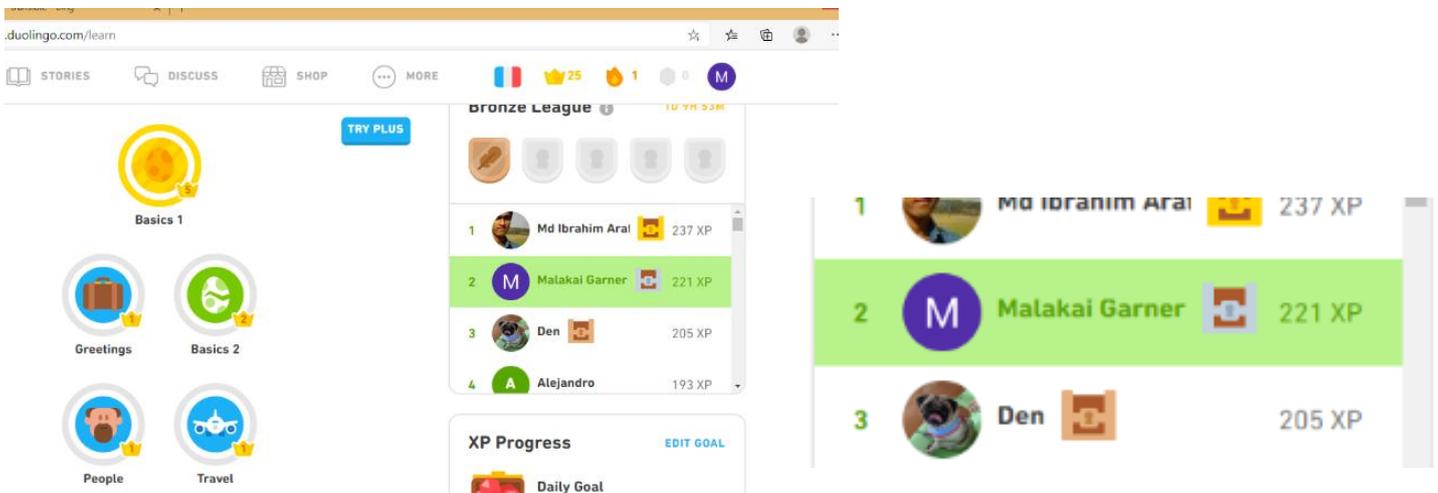
Droylsden Academy is a good school

IN THE NEWS THIS WEEK

The Excel Learning Hub

Last week, Mrs Lloyd opened the Academy Learning Hub for some of our particularly able students in the Excel teaching groups. There has been a fantastic response to the challenges that students were set and we hope that they have enjoyed the activities they have taken part in, the learning and research they have undertaken and preparing the reports they have written. Some examples of the work can be found below.

Well done to **Malakai Garner**, **Charlotte Morris** and **Menal Amir** who have all accessed the 'Duolingo' website to learn another language. Malakai and Menal have both been studying French and Charlotte has been studying Korean! All three students will receive their 'Infinite Learning Badge' when school re-opens in recognition of their initiative and independence.



Year 7 and 8 Excel students were due to sit the UK Mathematics Trust Challenge last week but, unfortunately, the competition had to be put on hold. Whilst we could not hold the event in school, students were sent the examination paper that was set in 2012. One of the questions can be found below.

The diagram shows a design formed by drawing six lines in a regular hexagon. The lines divide each edge of the hexagon into three equal parts.

What fraction of the hexagon is shaded?

- A $\frac{1}{5}$
- B $\frac{2}{9}$
- C $\frac{1}{4}$
- D $\frac{3}{10}$
- E $\frac{5}{16}$



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The exam is multiple choice and students get a mark for every question they get right. However, they are discouraged from guessing as you also lose a point for everyone one you get wrong!

The pass mark on the 2012 test was high and, nationally, students had to score 85 out of 135 to achieve Gold standard, 70 to achieve Silver and 60 to achieve Bronze. A huge congratulations goes out to **Lucas Taylor** from Year 8 who submitted his test paper and scored an amazing mark of 117, a truly remarkable and very impressive effort!

There has also been some amazing work submitted by Year 10 Excel students in Science.

Emily Tonge has made extensive notes on hormonal control of the female menstrual cycle, answered some GCSE style questions and also produced a short video outlining what a model answer should include to score top marks!

Misbah Khalil produced a 'Mind Map' to explain hormonal control of fertility and went on to complete some GCSE style questions as well as an extended piece of writing evaluating the pros and cons of IVF treatment for older mothers.

Hormones + Reproduction - Pg 64

- puberty - sex hormones - secondary sex characteristics.
- Men:
 - Testosterone (made in testes)
 - Sperm production
- Women:
 - Oestrogen (ovaries)
 - Menstrual cycle
- Menstrual cycle: - 28 days

- Menstruation - uterus lining breaks down
- uterus lining builds up again
- An egg develops and is released from a follicle in the ovary
- uterus lining is maintained (until day 28)
- If egg isn't fertilised, cycle starts

Controlling Fertility

Contraception → hormonal, barrier, other (5)

Contraceptive Implant
 - progesterone
 lasts 3 years

Contraceptive Patch
 5cm² patch on scalp
 releases oestrogen, progesterone
 lasts 1 week

Contraceptive Pill
 - no production of eggs
 - stops egg from maturing
 - stops egg from being released
 - stops egg from being fertilised
 - stops egg from being implanted

Contraceptive Injection
 contains progesterone
 lasts 3 months

IUD
 - intrauterine device
 - I shape device in uterus
 - plastic - releases progesterone
 - copper - kills sperm

IVF Questions

IVF treatment can be used to help pregnancy
 IVF uses hormones such as FSH and progesterone
 Explain why IVF increases chance of pregnancy

Hormones given are LH and FSH
 LH - makes ovulation possible
 FSH - stimulates production of eggs
 Progesterone - maintains uterine lining
 Progesterone - stops egg from maturing
 Progesterone - stops egg from being released
 Progesterone - stops egg from being fertilised
 Progesterone - stops egg from being implanted

IVF treatment means it is possible for women in their 50's and 60's to have children
 everyone thinks this is good and against

PGD - older women may have a child with a genetic condition
 only have more eggs so they have more chance of pregnancy

Adoption - Mother may have a child, child grows up, child may have a genetic condition, pregnancy + birth

4 Hormones:

- FSH (Follicle stimulating hormone)** - pituitary gland (found in brains) -
 - causes egg to mature in the follicle of the ovary
 - causes the ovaries to produce oestrogen.
- Oestrogen** - made in ovaries
 - causes uterus lining to develop
 - stimulate release of LH
 - inhibits release of FSH
- LH (Luteinising hormone)** - pituitary gland (brain) - stimulates release of an egg.
- progesterone** - made in ovaries
 - released by empty follicle after ovulation.
 - Maintains uterus lining in case of pregnancy - if levels fall the lining breaks down.
 - Inhibits production of LH and FSH.

Katelyn Yemm produced some clear and concise notes summarising the key factors affecting rates of reaction whilst **Mohammed Rabnawaz** typed up his own report combining notes and diagrams

Great learning through politeness, honesty and hard work

that he had taken from online resources. Whilst cutting and pasting information is not always the best way to study, Mohammed always uses his own words and doesn't rely too much on 'Google'!

Catalyst

- A substance that speeds up a reaction, without being used up in the process.
- Catalysts work by decreasing the activation energy for a reaction to occur.

Temperature

- Particles have kinetic energy.
- When they collide, they must have enough energy to react when they collide. This is called the activation energy.
- As temperature increases, the particles have more kinetic energy, so they move faster.
- They collide more frequently and with more energy, so more collisions are successful.

Rate of Reaction

Factors affecting rate of reaction:

- Concentration: More particles in the same volume → more frequent collisions.
- Pressure: More particles in the same volume → more frequent collisions.
- Temperature: Particles have more kinetic energy → more frequent collisions.
- Catalyst: Provides an alternative pathway with a lower activation energy.
- Surface Area: Breaking up a solid into smaller pieces increases the surface area → more frequent collisions.

Collision Theory

For a reaction to occur, particles must collide with enough energy to overcome the activation energy barrier.

Factors affecting rate of reaction:

- Concentration: More particles in the same volume → more frequent collisions.
- Pressure: More particles in the same volume → more frequent collisions.
- Temperature: Particles have more kinetic energy → more frequent collisions.
- Catalyst: Provides an alternative pathway with a lower activation energy.
- Surface Area: Breaking up a solid into smaller pieces increases the surface area → more frequent collisions.

Finally, in the absence of any practical lessons, **Xiu Huang** and **Adeena Rehman** have produced excellent reports having watched previously recorded videos of the experiments online.

Rate of reaction = $\frac{\text{Amount of reactant used or amount of product formed}}{\text{Time}}$

Mean ROR = $\frac{60}{30} = 2 \text{ cm}^3/\text{s}$

- Solution becomes opaque (turbidity increases)
- Observes a mark through the solution and time how long it takes to disappear
- Problem: this is subjective. Different people might not agree
- If colour change - we can use a colourimeter
- Stop timer when the amount of liquid passing through the liquid droplet to a certain level
- Cannot plot a graph - rate of reaction graph

precipitate forms in this reaction

We use this experiment to measure the volume of the gas given off.

- Gas syringe are accurate - measure to the nearest 1 cm³
- Take measurements at regular intervals to plot a graph
- Some gas can escape before the bung is fitted
- There can also be air in the syringe not the gas from the reaction

Less gas is lost! no air in the measuring cylinder

The pipe can most suit measuring cylinders are less accurate than Gas

As gas is produced and bubbles away the mass on the balance decreases

- Plot a graph by taking readings at regular intervals
- Very accurate - use a balance which measures to 2 decimal places

Cotton wool: Allows gases to escape but stops any splashes of liquid being lost

Gas is escaping into the room - gas may be toxic

BLACK CROSS EXPERIMENT

A reaction between sodium thiosulfate and hydrochloric acid

Reaction: S2O3^2- + 2H+ -> SO2 + S + H2O

Method: A gas is used to measure the volume of gas given off.

When more concentrated sodium thiosulfate was used it affected the time taken for the cross to disappear.

With more concentrated sodium thiosulfate (40g/dm³) a measuring cylinder mixing - faster times

the cross / you can see precipitate forming turns to a cloudy colour

times when it's gone

above with the rest: [total has to be same sodium thiosulfate + water]

rate of reaction because you have fewer the sodium thiosulfate, so there's fewer to the rate of reaction - slower

the sulfur dioxide bubbles longer - rate is slower

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The Culinary Arts

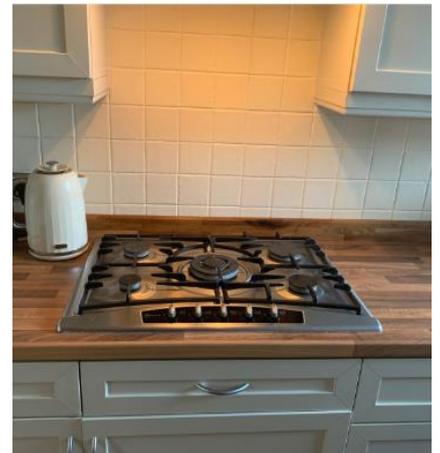
The Challenge set to Year 7.....

... and the outcome!

This week you are to make the dish that you planned before the holidays.

- Please add lots of pictures to document the making
- Ingredients you are going to use
- Maybe someone taking a picture of you showing your skills
- Final presentation of the a portion
- A picture of the clean kitchen afterwards.

Oliver Gemmell



Gracie Thorpe

Brandon Bonney

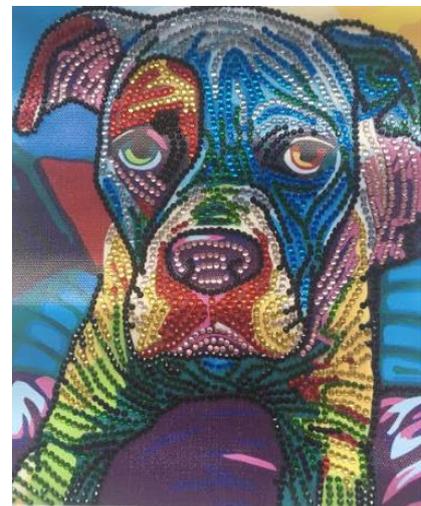
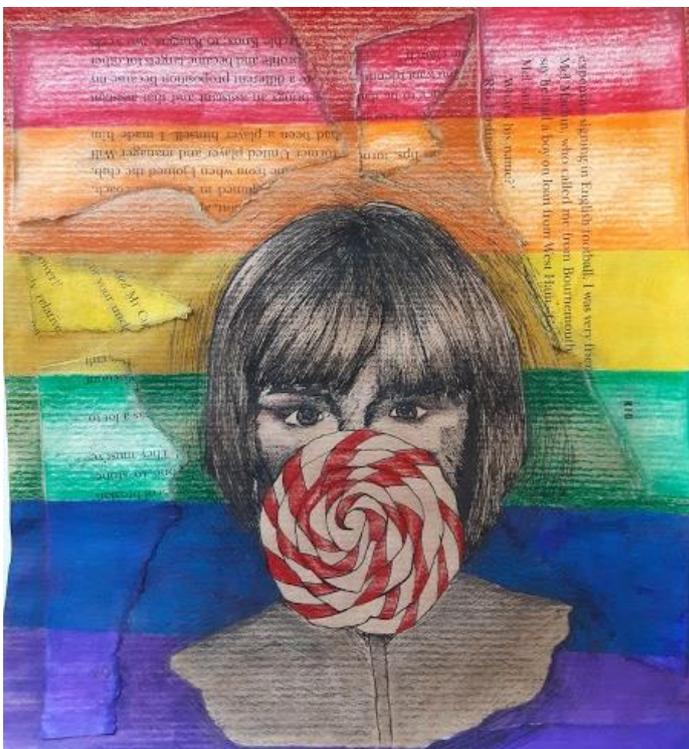


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Please remember, school is not closed and this is not a holiday. We are working in a new and different way but lessons and learning continue for all students unless they are ill, or face extreme family difficulties. As such, the work teachers are setting is compulsory.

Please let us know if you have any difficulties around IT and we will support you. If there are no difficulties then we say to students that now is the time to be mature and to get organised. **We expect 100% engagement in our virtual school, no excuses.** The majority of students are working very hard and are submitting work to their teachers and we would like to say to those students, well done and keep up your incredible efforts. We are very, very proud of you.

Thank you to the Art Department for submitting the following pieces of work for inclusion in Newsflash. The wonderful Art work here was completed by **Stephanie Pacheco** (Year 10) and **Deonne O'Connor** (Year 9)



Meanwhile **Ellie-Louise Carter** (Year 7) has shown remarkable creativity and patience in completing this portrait of a dog using this portrait of a dog using coloured beads and **Mandy Bellis** (Year 9) is engrossed and focused on her Art work looking at the different effects of lighting.

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Miss Hickman has also shared some of the wonderful photographs that her GCSE students have taken during 'lockdown'.



Ellis McMillan took this photo of this bench which has a positive message of hope and optimism for all of us.

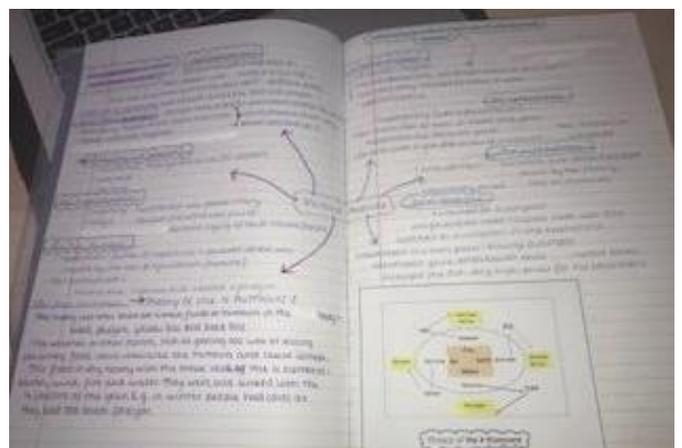
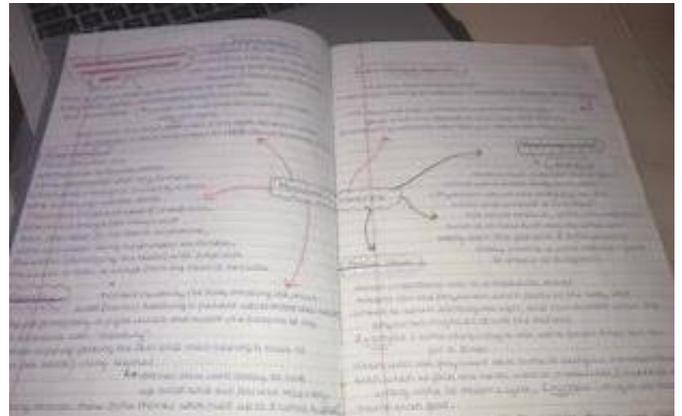
Robert Hill took these beautiful photographs of the birds in his garden. A promising careers in wild life photography awaits you Robert!

Olivia Loftus and **Mia Maguire** took these incredibly professional photos of their pets which would get into any calendar.



Great learning through politeness, honesty and hard work

Finally, for this week, **Rosie McCormick** captured these wonderful images of an Ashton sunset.



Meanwhile, **Erica Culpin** attends her online Maths lesson and Mrs Bugler crowns **Taylor Megram** the 'Mind Map Queen' for producing this excellent work on the 'Health and People' unit of her GCSE History course.

Great learning through politeness, honesty and hard work

Miss Hudson was delighted to receive this lovely poem from **Skye Linney** in Year 8. The poem is about her 'Peaceful Place' where she goes for her daily exercise and to clear her head and take in the fresh air. This was not set as an assignment for English, but something Skye wrote during her own time and on her own initiative. An extract of the poem can be found below.

*A peaceful place where no one goes,
A peaceful place that no one knows,
A peaceful place just me and you,
A peaceful place where the water is blue,
A peaceful place where the sun has to rise,
A peaceful place where we can hide,
A peaceful place to let our imagination run free,
A peaceful place for just you and me,
The water it glistens like glitter and gold,
Because the sun reflects off it like a story untold,
The story untold is like a secret treasure,
It lies underneath the water so deep it's impossible to measure,
It flows all over the water it shines so bright,
It is truly a wonderful sight,
As we make it home before the sun sets,
Our whole thought and imagination resets,
So it's bye bye to our peaceful place,
Making our minds and brain as empty as space.*



GCSE COUNTDOWN

Year 10, there are only 38 school weeks until your first GCSE examinations.

Whilst it is important that students across all year groups complete and stay up to date with their online classwork, it is particularly so for Year 10. Students in Year 10 are just over 12 months away from their GCSE examinations and we are working relentlessly to minimise the impact of this situation on their future success. It is absolutely vital that they are working every day, completing and submitting the work on Google Classrooms, so that their teachers can review and respond. If this is not possible, for whatever reason, please let us know so that we can help.

Remember, Year 11 is a busy year and your teachers will not have time to go back over the work that they are setting you now because you have chosen not to do it. If you do not do this work now, you will miss it and you will fall behind. You must stay in control, complete work set and ask for help if you are stuck.



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THE GRAND DROYLSDEN INTER-HOUSE QUIZ!

Calling all staff and students!

Don't miss the first amazing inter-house quiz which will take place on Wednesday 13th May at 4.00pm. The quiz will take around 30 minutes and there are 5 rounds to complete. All you need to do is click on the link below to take part! Easy!



The quiz is open to staff and students and you can all earn points for your House! You will score a House Point just by taking part and, in addition, the top 10 Student Quizzers will be awarded 5 Points each.

The quiz will be locked before the official start time so you won't be able to have a sneaky preview! You should click on the link just before 4.00pm and the Quiz will then stay 'live' for around 30 minutes.

Wednesday 13th May at 4.00pm!

<https://forms.gle/7QZbUAxEtvJTzGuj9>

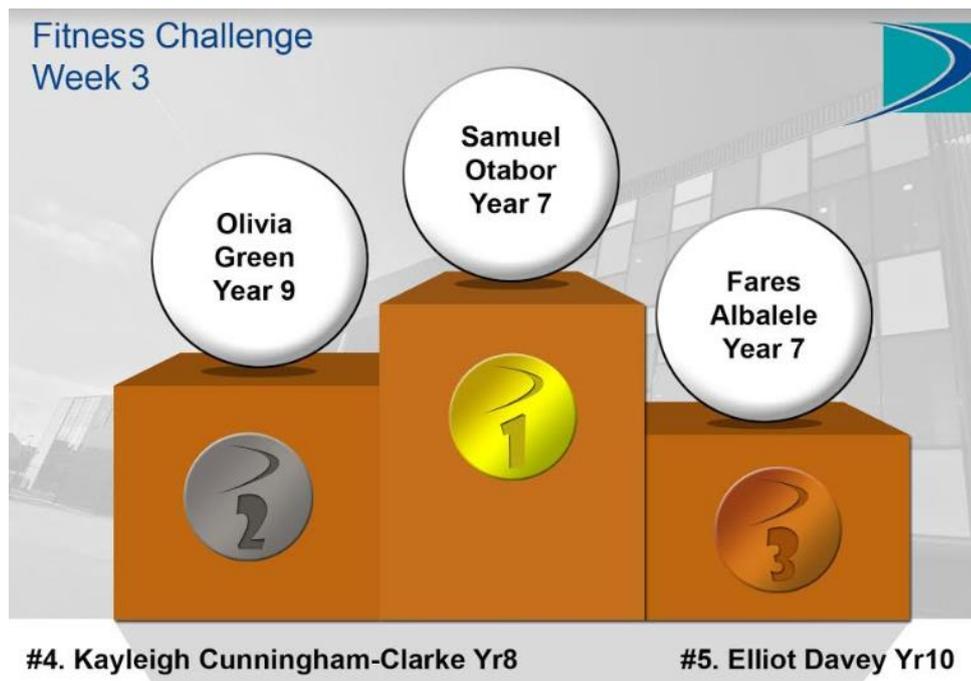


We hope you enjoy it!



THE SPORTS CHALLENGE

And on the podium for week 3.....



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A MESSAGE FROM TRACY NWANZE AND THE SENIOR STUDENT TEAM

As you are all very much aware, we are currently in some truly unprecedented times and due to this, we have had to make a number of adjustments to our school life, the biggest one being our new way of working. With this in mind, we've also had to find new ways to ensure that our usual school procedures run as smoothly as possible. This includes the election of our new Prefects, Senior Prefects and Head Students.



The Year 10 students who have expressed an interest in these roles have been contacted with information about how to apply virtually. Unfortunately, we will not be able to run a Q & A Session for these students in school or hold a "Passing on of the Baton" ceremony between the current Head Students and the newly elected Head Students who will soon take on their new roles. However, we will not let these hard times stop us and, as always, will find alternative ways to make things as normal as possible.

Therefore, it is with great pleasure that we announce that a group of Head Students and Senior Prefects will be putting together a video of FAQs to hopefully answer any queries the aspiring Year 9 and 10 students may have. Of course, we can't guarantee that all your questions will be answered but we aim to give students a greater understanding of what each role entails. Once students have been elected, the Head Boy and Head Girl will also congratulate the successful candidates and share some 'words of wisdom' about fulfilling their roles in a separate video. We urge students to keep their eyes out for these videos and also keep up the amazing work ethic that they have been displaying from home.

Tracy Nwanze (Head Girl)

PET PERSONAL TUTORS



Archie, a very talented mathematician, can't hide his disappointment that Evan needed the computer to work out that the square root of 167 was 12.9228479833.



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Kyle is really fortunate to have three personal tutors, Prince and Coco, two dogs, and Chloe the cat.

Prince studied Finance at the London School of Economics before taking up a leading role with the International Monetary Fund, Coco studied History at Oxford before completing a Doctorate on the Spanish Civil War and Chloe has recently finished a dissertation on the life and works of Alexander Solzhenitsyn, the dissident Russian Author.



With Maths, Humanities and English Literature covered, Kyle is interviewing two rabbits and a hamster next week, all Science specialists, with a view to further support with his Physics and Chemistry.

There will be more from our Pet Personal Tutors in next week's edition of Newsflash.

WELL DONE POSTCARDS FROM THE ACADEMY



Although staff are not able to physically send 'Well Done' postcards home through the post at the moment, a number of them have nominated students to receive virtual postcards via Newsflash as detailed below.

Student(s)	Subject and Teacher
Ellie Louise Carter (Year 7)	Mrs Noel (Art)
<i>For the beautiful piece of beaded art work pictured in this week's edition of Newsflash.</i>	

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Student(s)	Subject and Teacher
Diya Mistry, Erin-Leigh Clarke, Joe McLoughlin, Kayleigh Summers and Nana Osei Asabere (Year 9)	Mr Ali (Digital Information Technology)
<i>They have all demonstrated hard work and resilience last week. Not only have they attempted the challenging work set for them, but they have done so by providing high quality responses.</i>	

Student(s)	Subject and Teacher
Michael Boateng-Junior (Year 10)	Mrs McCallum (History)
<i>Michael has continued to maintain his high expectations through virtual learning. He is producing excellent assessed writing on a weekly basis and always challenges himself to act upon any feedback that he is given. Michael, you are a true role model to our younger students. Thank you for your hard work!</i>	

Student(s)	Subject and Teacher
Lucas Turnbull (Year 7)	Mrs McCallum (History)
<i>Lucas has continued to challenge himself academically over the past few weeks. He makes sure that he puts 100% effort into every task. He is an incredibly conscientious student and this makes his work a pleasure to mark. Thank you for your efforts Lucas.</i>	

Student(s)	Subject and Teacher
Amy Oates (Year 8)	Miss Kennedy (Maths)
<i>Amy has been working extremely hard in meeting all her deadlines and continuing to be PH².</i>	

Student(s)	Subject and Teacher
Josh Barton (Year 10)	Miss Naylor (History)
<i>Josh has shown excellent character and proven himself as a developing Historian! He has shown resilience and perseverance in completing the work set and has completed any corrections as necessary. Josh is continuing to build on the progress he has already made this year. Well done Josh!</i>	

Student(s)	Subject and Teacher
Riley Dunn-Noble (Year 7)	Miss Naylor (History)
<i>Riley has completed some extremely challenging work over the last few weeks and has proven that, even in difficult times, he has the independence and resilience to always give his best. Well Done Riley!</i>	

Student(s)	Subject and Teacher
Jessica Clarke (Year 7)	Miss Naylor (History)
<i>Jess has shown an excellent understanding of rebellions around the World and why they happen. She has proven that she is a good Historian who is constantly improving and developing her skills. Jess has continued to make progress even in these difficult times. Well done Jess!</i>	

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Student(s)	Subject and Teacher
Olivia Brereton (Year 10)	Mrs Bugler (History)
<i>A big well done Olivia for all your hard work in History. Since lockdown, Olivia has completed all activities to a high standard and hasn't missed a deadline. Well done Olivia, this hard work will pay off in the long run!</i>	

Student(s)	Subject and Teacher
Amaara Naveed (Year 9)	Mrs Bugler (History)
<i>Well done Amaara for ALWAYS producing fantastic work in History. I loved your piece on Winston Churchill, keep up the good work!</i>	

Student(s)	Subject and Teacher
Taylor Megram (Year 10)	Mrs Bugler (History)
<i>Well done Taylor, the 'Mind Map Queen'! An absolutely fantastic piece of work (see page 7 of this edition of Newsflash), you have been working hard at home and gained a good understanding of the start of our Health and the People course. I am so impressed!</i>	

Student(s)	Subject and Teacher
Skye Linney (Year 8)	Miss Hudson (English)
<i>For the wonderful poem about your 'Peaceful Place', an example of how emotion can evoke such wonderful creativity. Thank you so much!</i>	

Student(s)	Subject and Teacher
Georgia Morris (Year 7)	Miss Hudson (English)
<i>Thank you for brightening my day with your consistently positive attitude and enthusiasm for your work.</i>	

Student(s)	Subject and Teacher
Jessica Fulton (Year 9)	Miss Hudson (English)
<i>Keep doing exactly what you're doing! You are an example of how to truly embrace home learning.</i>	

Student(s)	Subject and Teacher
Stephanie Pacheco (Year 10)	Miss Hudson (English)
<i>Well done for producing a fantastic magazine article with fantastic vivid imagery to entice young people into travelling!</i>	



Great learning through politeness, honesty and hard work

Teen Librarian Newsletter for May

Check out Matt Imrie's look at the best virtual resources available for teenagers including a tour of Studio Ghibli for all 'Anime' fans plus news of the next installment of the Twilight Saga by Stephanie Meyer, called 'Midnight Hour', which is told from Edward Cullen's perspective. Also look for details of the 'Our Corona Diary project' which aims to build an online archive and ultimately publish an anthology that can become part of the historic record of a time that has changed the World forever.

<https://mailchi.mp/17d37527c747/teen-librarian-newsletter>

More Virtual Resources

Teach your children how to handle money, make budgets, plan for future expenditure and recognise the difference between needs and wants by visiting the 'Digital Toolkit for Parents', designed by Young Enterprise. There are also challenges to complete for students from 4 - 19 years. Learning how to take care of money is an important life skill and teaching students from an early age helps secure their future.

<https://www.young-enterprise.org.uk/teachers-hub/digital-toolkits/parent-toolkit/>

CAREERS UPDATE

Army Recruitment Information

You still need to complete an online application but, due to the current situation, applicants do not come into the office for their Army 'brief' and interview. A telephone interview will be arranged instead and you will be emailed a link to watch the brief on your device.

Staff are working on a rotation in the office so there will be someone to answer phone calls or emails from Monday to Friday.

Beware - COVID-19 Scam

Periods of instability, such as the current coronavirus pandemic, bring an increased risk of fraud. Fraudsters will actively exploit these difficult times and will target vulnerable people for financial gain.

We have been informed that some learners and parents have received a letter from ESFA asking for personal learner bank details in relation to the 16 to 19 Bursary Fund. **The EFSA never ask for personal bank account details.**

This is a fraudulent letter, please do not respond.

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