

Haileybury Turnford

AMBITION • PRIDE • SUCCESS

Year 10 Student Bulletin

Hello Year 10,

I hope you and your families are well and keeping safe in this challenging time.

Well done for this half term, I am particularly impressed with the dedication you have shown to Year 10 interventions. The attendance to these sessions and focus within them has been outstanding. Next half term we have some key dates to remember:

Wednesday 16th June – Year 10 Parents' Evening

Monday 21st June to Friday 2nd July Year 10 assessment window.

Take care and have a lovely break.

Ms Johnson

Student Quiz

1. 🦋 🦶
2. 🧒 🧒 ❄️
3. 🐼 🐼
4. 🇺🇳 🦵
5. 👠 🕒
6. 🐼 + 🐸
7. 🐾 🧒 🐾
8. 😞 😞 😞 😞 😞 😞 😞 😞
9. 🦌 🦌
10. 🦌 🦌

Guess the TV show/film from the emoji

Good news from around the globe!

Y10 top Achievement Point receivers this year so far– well done!

Heyden Sookaree

Leah Smith

Cosmina Balan

Tayden Field

Jaiden Allen

Isabelle Milner

Leah Sakizcioglu

Helin Yadirgi

Jake Mathews

Eva-Maria Baican-Vist

Eleanor How

New 77% Effective Malaria Vaccine Could Be A Game-Changer For The World



Adult Swim: Viral Security Footage Shows Dog Pulling Struggling Pup Out Of Pool

Year 10 Silver Resilience Award winners this term



Isabelle Milner
Leah Sakizcioglu
Senel Salih
Leah Smith
Heyden Sookaree
Lelde Voita
Helin Yadirgi

Ana Hall Alvarez
Kailey Hampton
Bruno Hascec
Eleanor How
Aimee Jordan
Ciara Keilty
Jake Mathews

Jaiden Allen
Eva-Maria Baican-Vist
Cosmina Balan
Aiden Bassett
Mario Cusano
Sila Demir
Tayden Field

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Target Oxbridge

Congratulations to our students that gained a place at Target Oxbridge! They had their first seminar with Cambridge students and Trinity College on 21st April, read about their experiences below.

Target Oxbridge Seminar

By Gabrielle, Imogen, Catrina, Desearea and Aya

On Wednesday 21st April 2021 at 16:30 we attended a Target Oxbridge seminar on Zoom. When we joined, they gave us a brief introduction on how they aimed to help students with African/Caribbean heritage increase their chances of getting into Oxbridge.

We heard from Naomi Kellman, Jon Datta and four Oxbridge students. We also had the opportunity to ask questions. The students talked about their life at Cambridge: the colleges, activities and classes. They discussed what subjects we should take for our A Level choices and how to research, critically engage and stretch ourselves.

This webinar at Trinity College explored how to better our chances in gaining a place at a Russell Group University. They also told us how to balance our social and work life whilst studying, which was invaluable. We are extremely excited to attend the next seminar where they will share what they are looking for in students applying to Cambridge, and how we can prepare from Year 10 onwards to make a strong application.

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A message from Miss Gibbins – Assistant Year Achievement Coordinator for Year 10

Hello Year 10,

What a fantastic half term this has been, watching you all work your absolute hardest has been such a pleasure. Your hard work and dedication when it comes to your interventions is inspiring and you all should be so proud of yourselves, please continue to strive to become the best you can be.

I hope you all have a well rested half term and come back with the same enthusiasm you have had this half term.

All the best
Miss Gibbins



Speakers for Schools

There are lots of virtual work experience opportunities available with Speaker for Schools, please check Class Charts.

Remember to apply!

Work Experience Highlights by Cosmina Balan

I started my work experience with Boundless Theatre on Monday 12th April and finished on the 16th April.

On the first day I was introduced to everyone and we started our project which was focused on climate change. It was different from the work I've done with other people in my school because I know my HT peers whereas in this project I met new peers, so I was a bit shy at first but we got along well quickly and they were really friendly with helping me when I was confused and needed support.

I feel like working with people that I have never met before improved my teamwork and debating skills as I can be shy at first. The work we completed was challenging at first but my team mates helped me as soon as I asked them for help and I'm very thankful for working with them.

I would recommend it to other people that are interested in the creative arts industry.

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Spring term form time house competition points update – Year 10



We have had a positive half term with lots of events taking place, well done for the Year 10's contribution to this.



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Year 10 Student Bulletin

Sultan Guzel - Drama

Year 10 Work



Btec Tech Award in Performing Arts Level 1/Level 2

Brief Summary of Teachers:

Teachers is a play written by John Godber in 1984 and was published to the public in 1985. Teachers is a Epic Theatre play with only three actor (one male and two female) multi-rolling various other characters. The play is about former students from a high school (called 'Whitewall High School' in their performance). The play is non-naturalistic (as they told us what they will perform in the beginning of the play) they used various Epic Theatre techniques such as multi-rolling, mime, exaggeration and narration. The three actors reperform their high school life as Gail, Hobby, and Salty in the performance. Mr Nixon, a new drama teacher, tries his best to make all children equal with the school they go to; such as all school to have the same facilities for students unlike the high school called St. Georges that is across the school. When the three characters Gail, Hobby and Salty find out that Mr Nixon is leaving they start acknowledging everything Mr Nixon has done for them, they try to persuade him to stay in their school however all their efforts do not work.



Performance Style



Teachers is an non-naturalist play which links with Bertolt Brecht's style of Epic Theatre. They play therefore include lots of Epic Theatre techniques such as narration, dance, multi-role, and more. The moral of Teachers is to make all schools equal and the same with the facilities they provide students. The play uses the 'v' effect of breaking the fourth fall (Epic Theatre technique called 'Verfremdungseffekt'). Plays that do not use Epic Theatre are blocked by an imaginary wall between the audience and characters whereas breaking the imaginary wall (forth wall) the audience feels part of the play and is included within the play instead of being blocked off.

In the play Teachers they break the fourth wall as they use direct address to make the audience feel part of the play. This is effective as they will engage more as they feel part of the play. Using direct address constantly reminds the audience that they are watching a presentation of life which distances them away from emotion. They use various techniques to show they are getting the audience involved with the play instead of pretending they are not there for example the actors entrance and exist the stage by sitting in between the audience to show they are watching a theatre play. This is effective as it allows the audience to know that they are watching a pieces of play instead of being ignored.

During the play the fourth wall is broken ('Verfremdungseffekt' technique) making the audience involved with the play therefore lots of direct address is used within the performance. Throughout the play, the actors stepped out of character and did some direct address through narration when talking to the audience. This is effective as it allows the audience to feel like they are part of the play which then draws them into the play. Feeling part of something makes you co-operate and acknowledge the play which then allows the moral of the play (raising awareness) to be seen and possibly shared.

In Teachers to make the performance in Epic Theatre style they constantly remind the audience that they are watching a theatre play, this then distances them away from emotion. They use narration, chair duets and more they used a chair duet when Mr Nixon and Gail was in the car just before they get interrupted by 'Oggy Moxon'.

There was use of technology in the play Teachers as they used a projector to introduce the play in the beginning of the performance and when they displayed the students timetable. During the scene of the timetable it was very exaggerated as the two female actors where doing synchronized movement; the use of lighting and music added more tension.

In the play Teachers they also use lots of varied lighting techniques to set the mood and to emphasise a characters emotions such as a red colour for anger. They also used flashing of white lights to exaggerate on a scene to make it more dramatic for example when Mr Nixon punched 'Oggy Moxon' in the face for refusing to leave his car. This is effective as it creates tension for the audience because it is a very dramatic scene. The scene is made dramatic as you usually never see a teacher hit a student.

In the play Teachers they use flash back in the beginning of the performance to go back in time to when the three characters were in high school. They tell us that they will be performing their life as former high school students and they will need to use our imagination (they tell us what they will be performing as it is a play within a play).

Bertolt Brecht wanted to create Epic Theatre as he wanted to create something that is based on social, political, and historical events. He wanted to distance the audience from emotion so they can think and judge about the problem and find solutions.

Epic Theatre
The purpose of Teachers is to raise awareness to make all schools equal with the facilities they provide students. The play shows the impacts unequal schools have on unadvanced school students and how they behaviour (they also have teachers that have no hope within their students succedding in life).

In the play Teachers they use various modern songs to get the audience involved such as a star wars song and 'Gangnam style'. This is effective as all age groups can enjoy the songs as they are modern rather than song that the younger generation will not know and therefore will not be able to sing along and enjoy their self.

They use levels to show who has a higher status in certain scenes this is effective as the audience can then understand who has more power then who for example when 'Oggy Moxon' was reading his monologue about how 'hard' he was he stood on top of the table higher then the other characters this showed the higher power he had over the other characters including the teachers as everyone in the high school was scared of him.

The costume design in Teachers is very plain and simple as all actors where a white shirt and black trousers and the female actors wear a red tie long with the shirt and trousers. This is effective as they can easily use multi-role as the actors are like a plain canvas meaning they can wear items of clothing onto to switch to another character quickly without having to take a

The purpose of Teachers is to raise awareness to make all schools equal with the facilities they provide students. The play shows the impacts unequal schools have on unadvanced school students and how they behaviour (they also have teachers that have no hope within their students succedding in life).

In the play Teachers the audience see the 'behind the scene' costume change as there is a clothing rail on stage for the actors to change their costume for example adding a blazer, hat, tie and many more! having a clothing rail onstage is really effective as it shows the audience that the actor is about to change into another character. This allows multi-role to be clear for the audience with a confusion of getting confused between scenes.

Narration

Narration is a technique used by actors on stage. Narration is when a actor steps out of character and gives the audience some extra information about a scene while all the other actors are in freeze frame. A narrator is a actor that overlooks a scene and gives extra information on a scene while everyone in the scene are in freeze frame. This is effective as writing lots of information on a placard to the audience can be confusing and time consuming whereas a narrator will explain the information directly to the audience. This element can also make the audience feel part of the play as the narrator is directly talking to the audience. This device uses the 'v' effect this is because it breaks the fourth wall as the narrator directly talks to the audience. This also links with Bertolt Brecht's non-naturalistic approach to theatre. For example in the play Teachers by John Godber they use narration throughout the play to give background information to the audience.

In this play the narrator is under a spot light to show where the audience should be focusing on while the other actors are under a blue light making them fade away from the audience focus.

Direct address

Direct address is a technique that is used when the actors talk directly to the audience and make them feel part of the play. Direct address breaks the fourth (imaginary wall) between the audience and the characters. Use of direct address also distances the audience from emotion and reminds them they are watching a play. There are various ways you can use direct address for example using narration, thought track, and many more other techniques! In the play Teachers they constantly use direct address through out the play to remind the audience they should not be emotionally connected to any characters on stage.

In this picture a actor is directly talking to the audience.

Oh no!



Example of an actor holding a placard towards the audience with extra information on it.

Placard 1 made and held up in my

GCSE ENGLISH LITERATURE
PAST AND PRESENT: POETRY ANTHOLOGY
A journey through a city during the industrial revolution explores the forgotten lower class
William Blake
(1757-1822)
1. I object misery
2. enslaved and distressed
3. misery of the young
4. society has failed them
5. denying the government
London
I wander through each chartered street
near where the chartered houses flow
And mark in every face I meet
Marks of weakness, marks of woe
In every cry of every man,
In every infan's cry of fear,
In every voice, in every ban,<
The mind-forg'd manacles I hear
How the chimney-sweepers cry
Every blackning church appals,
And the pale yellow soldier's shroud
Runs in blood down palace walls
But most through midnight streets I hear
How the youthful harlot's curse
Blasts the new-born infant's tear,
And sootys with daggers the marriage bed
A thing that brings a sense of
damages. Cause of continual trouble
- Radical thinker
Lack of power
Dwander through each
chartered street
Personification
The mind-forg'd manacles (head)
auditory
Success criteria
unfamiliar
negative connotation
Dismayed or horrified
cynicism
A vehicle to carry the coffin to the funeral
conspicuous disease of
about abuse of power
unfamiliar
and the harpess
soldiers sign runs
in blood down palace walls
moremore 'negative simile'
'every black'nim
nightmare realm
church people'

to be gods in mortal form and that their legacy would last forever.
Pharaohs like Ramses II
An ironic look at an obnoxious ruler
An obnoxious
Percy Bysshe Shelley
(1792-1822)
Ozymandias
The adjective
and emphasized the fact it is old
and a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.
Metaphorically comparing Ozy to a great king who everyone fears to the broken statue he has become. Emphasises the terrifying human glory
Aliteration repeats character as powerful and arrogant as him which is ironic in death
God-like power
Short sentence finalises of death & decay
This poem is written as a sonnet because he believes that his legacy and love will last forever. Also, that everyone will recognise and remember him forever.

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Year 10 Work

Tuesday 20th April 2021
To explore the methods the poet uses to present ideas of power and conflicts

Starter:
Conflicts in Kamikaze:
Following orders vs Doing what's right
Internal Conflict (Fat Man vs. Nature)
External Conflict (World War II)

Incantation-
A thing is fresh "spell" that Japanese so pilots have to believe that committing suicide is the right thing (brainwashing).

Friday 23rd April 2021
Explore the ways the poet portrays ideas about the power of human life and connections.

Extended metaphor-
A metaphor that is extended over multiple lines or paragraphs.

Tissue - A metaphor for human life.

Monday 26th April 2021
Explore the ways the poet portrays ideas about the power of human life and connections.

Starter
1. Recording our history
2. Paper controls our lives
3. Life is temporary

Consonance-
Consonant sounds can appear at the beginning, middle or end.
Eg. Blank and think

Assonance-
Vowel sounds can appear at the beginning, middle or end.
Eg. Sent and went

Tuesday 27th April 2021
Explore to analyse language and explore how the poet presents feelings of conflict in the poem

Starter:
This poem is about the power of paper to change this to record our memories. It begins with this the most because the poem constantly refers to and control man-made objects and ideas us. I agree with this statement the most the poem constantly references the use of how important it is to it plays an part in our lives.

A walk through a city during the industrial revolution
GCSE ENGLISH LITERATURE
PAST AND PRESENT: POETRY ANTHOLOGY
EXPLORING THE INDIVIDUAL DEVELOPMENT OF THE POET
EXPLORING THE INDIVIDUAL DEVELOPMENT OF THE POET

William Blake
(1757-1822)

1. objectivity and repressed
2. power of the imagination
3. child prodigy and a visionary
4. child prodigy and a visionary

London
In every city of every man,
In every infant's cry of fear,
In every voice, in every ban,<
The mind-forg'd manacles I hear!
How the chimney-sweepers cry,
Every blackning church appals,
And the hapless soldier's sigh
Runs in blood down palace walls.
But most through midnight streets I hear
How the youthful harlot's curse
Blasts the new-born infant's tear,
And plagues the marriage hearse.

Key words:
- Lack of power
- Abuse of power

William Blake is now recognised as an important figure in the romantic period. Like Shelley he was a radical thinker with political views that were unusual at the time. He was against the oppression by the church and lived in London and the poverty.

Friday 23rd April 2021
The poem 'London' in the anthology is a radical thinker with political views that were unusual at the time. He was against the oppression by the church and lived in London and the poverty.

War Photographer
Processing photos
Carol Ann Duffy
(b. 1955)

1. In his darkroom he is finally alone with spoils of suffering set out in ordered rows.
The only light is red and softly glows, as though this were a church and he, a priest preparing to intone a Mass.
Belfast. Beirut. Phnom Penh. All flesh is grass.
All flesh is grass: bodies
He has a job to do. Solutions stop in trays beneath his hands, which did not tremble then though seem to now. Rural England. Home again to ordinary pain which simple weather can dispel, to fields which don't explode beneath the feet of running children in a nightmare heat.

Key words:
- Dare shows he was taking photos of death
- Finally alone he feels guilt
- Ordered rows represent the army and is a contrast to the photos he's taken of chaos
- Red light: Processing, blood
- Saying the war started because of the religion
- Lot of all big wars has been to
- The substance shows in on glowing effects on war
- Stop is a sinister allusion to blood
- Response shows he has emotion
- Jumps back to reality
- Photos a stranger and no features starts to change
- Half formed ghost: are persons dead
- The mans wife crying at his death
- He can't help, hes not allowed and it's dangerous
- Processing the photos in black and white
- Lifes not simple
- Editor will pick the worst photos to make money
- He have a bit of sympathy then forget about it and have a beer
- Finishes with they don't care. links to government, the reader, society and the media