

Newsletter

2021/22 : Term 1 Week 7

★ ★ ★
Primary ★ ★ ★
★ ★ ★
STAR OF THE WEEK ★ ★ ★



Shruthi Hariharan

The Star of Week Award goes to Shruthi Hariharan from Year 4 Respect. Shruthi is a very enthusiastic and happy student. She brings the class to life with her giggles and kind words to her friends and teachers every day. She participates well in class and always be an early bird when answering any questions and participating in class discussions. Along with her bubbly personality, she excels in her academics too. Her classwork often shows creativity and a clear understanding of her lessons. We all wish her a great learning journey ahead and well done!



Newsletter

Secondary

STAR OF THE WEEK



Hew Qiao Jie

The Star of Week Award goes to Hew Qiao Jie from Year 9 Respect. In English language classes, Bethany has demonstrated a high level of language analysis skills. In English literature, she produced an excellent news report based on events that happened in the novel we are reading. In ICT, Hew Qiao Jie is an active member of class discussions. She will voluntarily present her work and answer the questions asked during the lessons. She is proactive during GC lessons and she is not afraid to speak up when she is unsure about certain things. Bethany has demonstrated persistence in maintaining her high standards by getting her maths past paper done to the highest possible standard. She has set the bar high for the others in the class. We all wish her a great learning journey ahead and well done!



Dear parents / guardian;

We have almost completed half of term one - how time flies! Many of you have contacted me and wondering when the school will reopen. We are closely following any new developments announced by the authorities and, as soon as we receive the green light, we will be in touch with all parents. We are also eagerly waiting for the students' return. We dearly miss their presence.

Our Milepost 2 and 3 students proudly presented their learning to their parents during the virtual Coffee Morning. Our Early Years and Primary children were all geared up for the IPC Exit Point showcase. It was amazing to see the children sharing their exploration experiences with their parents with a confidence that reflected their growth and development.

Year 7 students are all settled into secondary life now. They have transitioned from primary to secondary and are adapting well to the higher academic expectations from their teachers. Time management and independent learning are crucial areas we develop in them to manage a balanced school life.

Our senior students are busy preparing themselves with numerous attempts at past year papers. Teachers have been working with them closely to identify and close any gaps. A few exam papers have changed in their format and the students have been updated and assessed according to the new exam formats.

Please note that next Tuesday 19/10/21 is a public holiday in conjunction with Prophet Muhammad's Birthday. We value parental input and believe that a child's growth is a joint effort between parents and school. Therefore, please try to attend our coffee mornings, or schedule an appointment to meet the leadership team or individual teachers. You can also use the principal.puchong@rafflesia.edu.my email or your child's homeroom email to clarify information or to raise concerns. Meanwhile stay safe and healthy.

Thank you for your continued support.
Chandra Veerappan

Prefects' Leadership Committee Goals Academic Year 2020/21

- ❖ To be a source of inspiration for the school community
- ❖ To contribute to creating a friendly and safe environment in the school community by organizing cultural events, community awareness campaigns, and team-building activities.
- ❖ To improve the prefects' board approach in terms of proactivity, open-mindedness, creativity, internal communication and time management.
- ❖ To officially launch the Prefects' website.

Prefects' Meeting Highlights

- Farewell to last year's leadership team. Everyone thanked the senior prefects for their hard work and dedication.
- Ideas development for the Halloween festival
- Reflection on last year's performance: Senior prefects shared their thoughts

HALLOWEEN



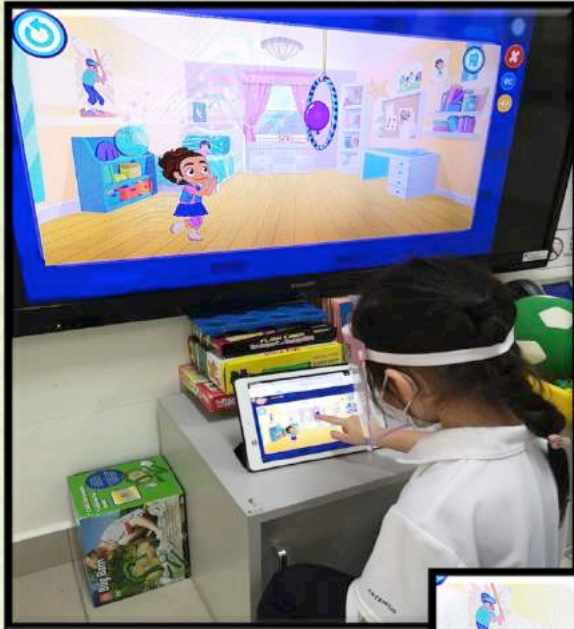
The Spooky Season is here!

One of our goals this year is to have as many fun events as we can. Our first event that we will be hosting for this academic year will be Halloween, which will be held next Friday, 22nd of October 2021! Exciting activities are waiting for you! Are you ready? You will hear from us soon!



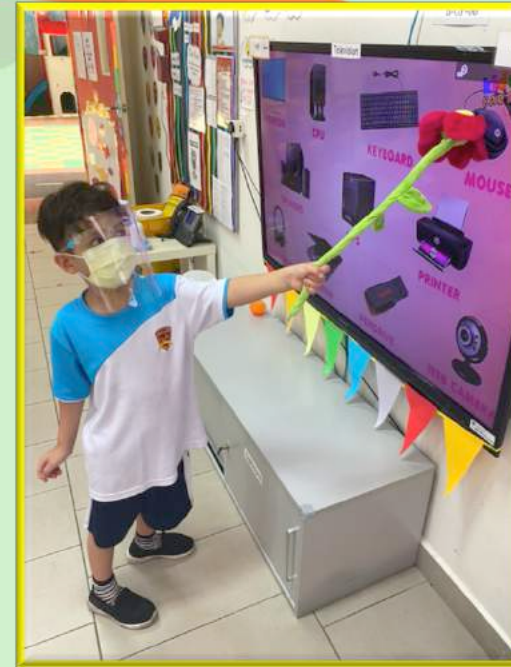
NURSERY

ICT lessons help students to become aware of technology in the learning environment. Students learn how to operate basic devices, for example, an Ipad to play educational game from PBS kids games.



TRADITIONAL VALUES • GLOBAL VISION

Reception



During ICT lessons, Reception students were introduced to different tools used in ICT and learnt their functions. The students then played a snap game to identify the ICT tools and name their functions.

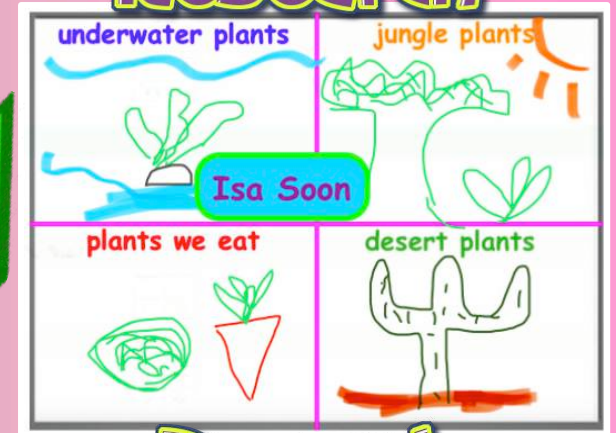
Green Fingers

Entry Point

IPC Unit 1: Green Fingers
We learned about plants and how important they are to our world. Plants are living things—they grow when there is enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens.



Research



Record

Draw 3 different trees.



Reflect

Research → Record → Reflect

water soil air sun


Alexander

Lucas



BRILLIANT Science Task 7
Name: **Mia Wong** Date: 24-9-2021
1.09 I am able to make observations and take formal measurements.

Leaf Investigation

My Leaf 

When I measure my leaf:
It is 8 cm long.

The size of my leaf is:
 Small
 Medium
 Large

My leaf smells like:
no smell

My leaf feels like:
hard, thick

My leaf is:
 long
 round
 triangular
 curved
 pointy

I can see these colours on my leaf:
green yellow



BRILLIANT Parts of a Plant
1.17 I know the names of the parts of a plant.

Ray






BRILLIANT The life cycle of a sunflower plant
Date: 21-9-2021
Cut out the pictures and stick them on in the right order.

Jili

BRILLIANT Geography Task 1
Plants in the Host Country
1.04 I am able to sort, group and classify data.
Date: 30-9-2021

My host country is Malaysia

Dora

 durian tree	 Rafflesia	 hibiscus	 Coconut tree	 watermelon
--	--	---	---	---

Reflection: What is your home country?
Malaysia

IPC Unit 1: Brainwave (Metacognition)

We learned about the parts of a brain. The brain consists of two parts with respective features and functions. The brain plays an important role in human life.

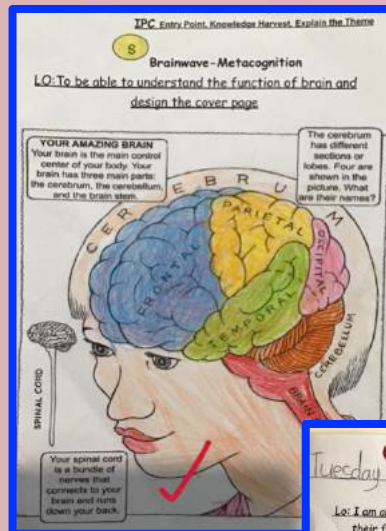
Entry Point

Knowledge Harvest

Research



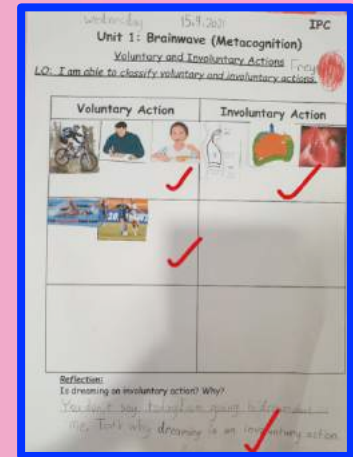
ZiYing



Kazen



Freya

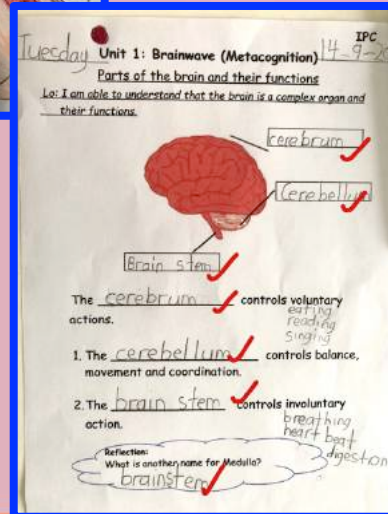


Record

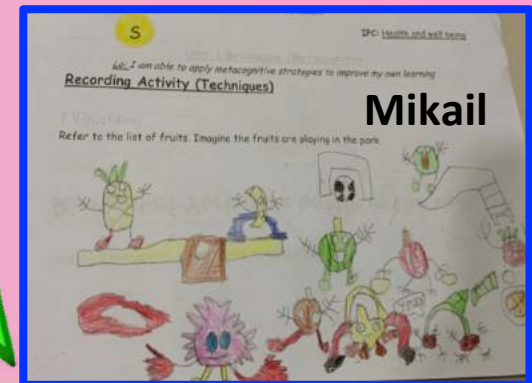
Maryam



Skyler



Mikail



Research → Record → Reflect

Adeen

Javen

Mia

Nuo Chen

Unit 1: Brainwave (Metacognition)
Voluntary and Involuntary Actions
Lo: I am able to classify voluntary and involuntary actions.

Voluntary Action	Involuntary Action

Reflection:
Is dreaming an involuntary action? Why?
Yes, it is an involuntary action because you can not decide or control the action.

Unit 1: Brainwave (Metacognition)
Voluntary and Involuntary Actions
Lo: I am able to classify voluntary and involuntary actions.

Voluntary Action	Involuntary Action

Reflection:
Is dreaming an involuntary action? Why?
Involuntary ACTION

Unit 1: Brainwave (Metacognition)
Voluntary and Involuntary Actions
Lo: I am able to classify voluntary and involuntary actions.

Voluntary Action	Involuntary Action

Reflection:
Is dreaming an involuntary action? Why?
Yes, you can not control your dream.

Unit 1: Brainwave (Metacognition)
Lo: I am able to understand that the human race is diverse

Recording Activity

Name: _____

No.	Question	Answer
1.	Where is home?	Malaysia (Puchong) ✓
2.	What makes you?	My Parents and Siblings ✓
3.	Is it more important to be right or nice?	Right ✓

Unit 1: Brainwave (Metacognition)
Lo: I am able to apply metacognitive strategies to improve my own learning

Recording Activity (Techniques)

1. Visualising
Refer to the list of fruits. Imagine the fruits are playing in the park.

Unit 1: Brainwave (Metacognition)
Lo: I am able to apply metacognitive strategies to improve my own learning

Recording Activity (Techniques)

1. Visualising
Refer to the list of fruits. Imagine the fruits are playing in the park.

Unit 1: Brainwave (Metacognition)
Lo: I am able to articulate where you consider home and understand that the human race is diverse.

Reflection

1. Are your answers the same? No

previous knowledge

family background

Heritage

Experience

Feelings

Environment

What influences your thinking?

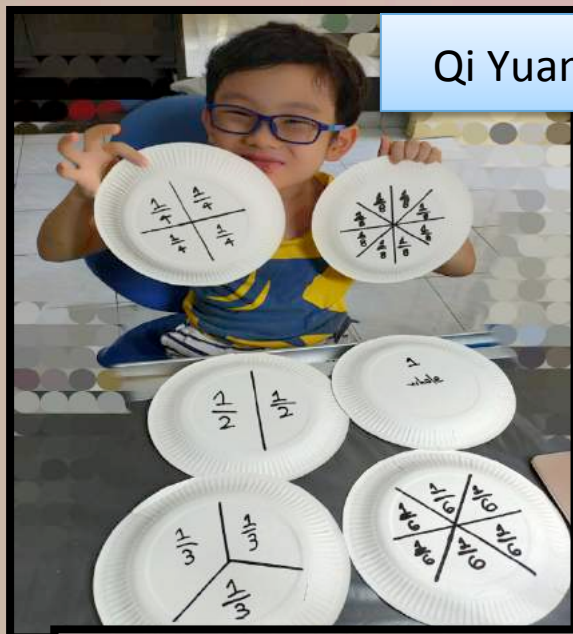
Variesh

Sofea

Arshmieka



Students were asked to do paper plate fractions and find out the equivalent fractions. This was to help them to understand the concept of equivalent fractions.



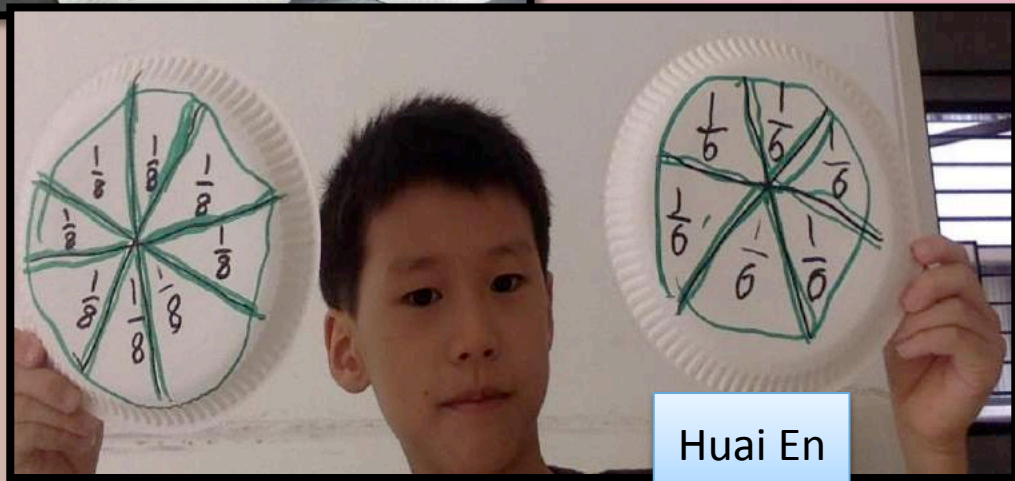
Qi Yuan



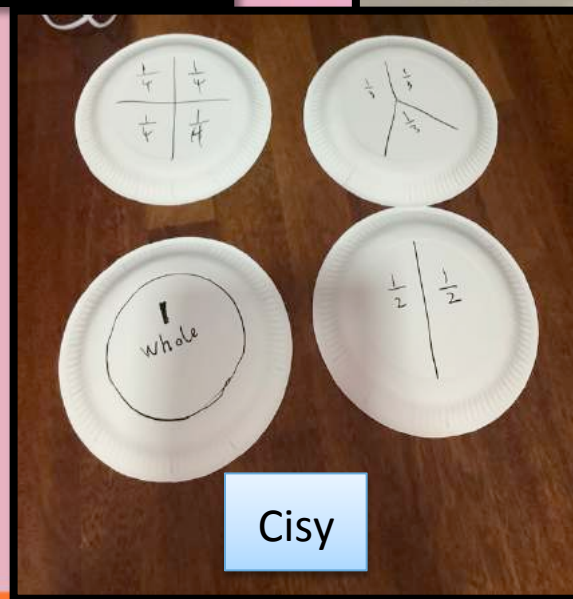
Yan Xiang



Hafiz



Huai En

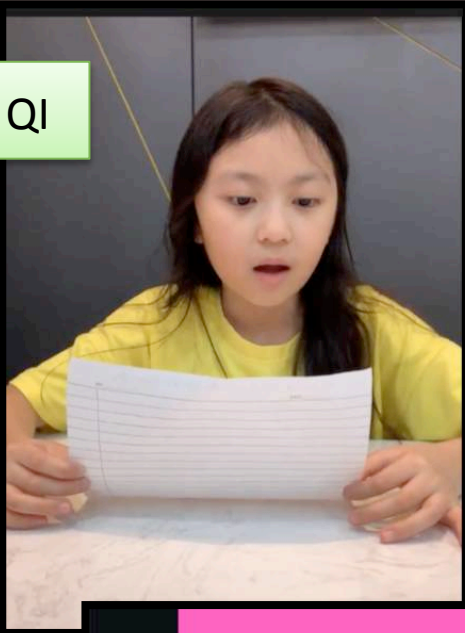


Cisy



Students were asked to do research on the ten longest rivers in the world. They needed to find out the lengths in kilometres, where the rivers flow and a numerical fact about the rivers. This was to get students to familiarise themselves with numbers containing thousands and more.

HO ZHI QI



The Numerical Facts

CLYDE ANDRE TUBIG

Amazon: 209,000,000 liters per second are flowing through!

Nile: The river is 7272528 yards long!

Yangtze: It has an average flow of 1980 cubic meters of water!

Yellow: It holds 57400 liters of water!

Parana: It is 170 meters deep!

Congo: It's basin is estimated to be as big as 3,730,881 Square km!

Mekong: It drains an area of almost 800,000 Square km!

Lena: It's basin is 2,500,000 km!

Irtys: its average discharge is 2,150 m!

Niger: Its drain area is 817,600 square miles!

Río de la Plata-Paraná River

Location : Brazil , Argentina , Paraguay , Bolivia , Uruguay
Length: 4,880km
Numerical fact: It is 2 times longer than Germany

SHRUTHI HARIHARAN



ALVIS CHAN



On a brisk, hot afternoon, I was on a vacation in Langkawi and visited a beautiful island with a crystal clear ocean. I was just relaxing and swimming in the ocean when all of the sudden, I saw a girl with brown hair and she was drowning since she looked like she did not know how to swim at all.

The first thing I did was swim back to the shore. I didn't know how to help since she was far from the island and I did not dare to swim that far as the sharks were approaching her while the waves were getting bigger and stronger so I decided to not swim that far away from the island.

So I tried to look in my bag to find something that could help her. Suddenly I found my phone in the bag and tried to call the rescue team. Luckily they managed to rescue that girl or she might be dead now!

Kyra Ngan ZiXi

My little adventure took place on a beachside called Cape Rachado. It was a peaceful place with few visitors. I decided to take a walk along the beach on a quiet evening. I also saw a person out at sea fishing on his kayak. He looked tall and tanned. I think he had been out there all day. I continued my walk but suddenly a dark cloud appeared over the beach. Soon, the sea became choppy.

Just as I was about to get out of the rain, I realised the kayaker was still out there at sea. I turned to look and saw that he was still there. He was surrounded by big waves pounding him. He seemed to be stuck and could not get away. I immediately thought about how I could rescue him. I could see that it was very dangerous for me to get near him as there were whirlpools and dangerous currents all around him.

Luckily I found a jet ski rental near the shore and asked for one. I nervously rode out through the waves and reached the kayaker. He looked tired and scared. I threw a rope to him to tie around his kayak. I then towed him back to shore. He later thanked me for my help and we became friends.

Siow Chen Xuan



Students were given the task to create an Adventure Story. The students had to write about an experience of walking along the beach and seeing someone in the water. What the person was doing in the water was up to them. The students had to add a problem to their story, create suspense and then find a resolution.

Today was a sunny day. I was so happy to go out to the beach! But when I arrived. I saw an old lady who looked so exhausted, she had wet hair, she was drowning and splashing for help!

“Oh no! I’m going to save the lady, she looks exhausted!” I said to myself. While I was rushing to the old lady a giant wave started to charge after her! After I rushed to the old lady, I took her up to the shore.

“Oh my god, she looks so tired, poor lady,” I said to myself. I brought some towels and gave them to the lady. She was so happy! But then, I saw some injuries on her leg so I brought some bandages.

“Oh my, here are some bandages!” I said to the old lady. I brought her back to her house.

“Oh, darling, thank you so much!” said the old lady.

Lim Yan Tong

One hot day in Puerto Rico, I was walking along the beach. I was having a lot of fun, but 20 minutes later, all of that faded away. I saw a person named Jimmy drowning with a shark at his leg, I was furious, I jumped into the water and I hit the shark on the forehead. The shark released Jimmy and to distract the shark even more, I threw fake fish into the water so the shark would go to the fake fish instead.

This gave me a huge advantage but this shark was a special one, with great white teeth that were shar. The shark realised it was a fake fish, so the shark swam after me instead. I pushed Jimmy forward to go to the nearest island and I hit the shark once again but in the weak spot and the shark swam away, and I swam back to the island, with Jimmy, my friends and family, and enjoyed my holiday. THE END

Samuel Lim



The students were instructed to write their own ending as to how Black Star and the five dogs who made it on land are going to save Bright Dawn, the sled and the other dogs; who are in a dangerous predicament as they have fallen through the ice and are drowning in the freezing river.

"I couldn't hold on any longer," I thought and that's when I heard my owner exclaim, "Go, Black Star, go!" "I can't give up now!" I said in my mind, so I used all my energy to pull my owner and the rest of my team up. Soon, I was able to pull them up, and my owner hugged me and the rest of my team gathered around me. For once I actually felt appreciated. After that, we all managed to win the race.

Ksiniya Mikhaylova)

"Pull as hard as you can," I barked at the other five dogs. Together we dug our paws into the thick snow giving all of our strength to saving the others. Slowly I felt the sled coming out of the water while Bright Dawn held on tightly. Eventually, she was on solid ground, as were the other wet dogs.

(Wong Zhi Xuan)

The team was sinking! I pulled the dogs up, and together we dragged Bright Dawn to the surface. We barked in relief. Bright Dawn hugged us tightly; we got back on the sled and rushed back onto the course. We had won the race! Everyone got treats, and I got a shiny gold medal.

(Annabelle Tan Hui Na)

I saw that my team was drowning; I was out of breath, but worst of all, my owner was drowning in the cold waters. I couldn't let her down; she was the only one that cared for me, the only one that thought I was a good team leader. I couldn't let her down! But as I struggled to get on land, I heard a voice call me: 'Go, Black Star, go!' My eyes lit up; failure wasn't an option; I kept trying and got out of the icy water. My team followed and got on shore, and soon enough, my friend got up, and we finished the race with determination in our hearts.

(Tee Rui Jie)



Me and Bright Dawn noticed the billows. I soon stopped the dogs, realizing that we were on thin ice. But that didn't matter to me. We still needed to win the race. I turned back to the other dogs who were in panic mode; what pathetic losers. I knew that one of them would be brave enough to make the first move, so I stood with my ears curled back tight against my head, trying to decide where to go. I turned toward a line of trees that marked the shore. I slowly but swiftly made my way towards the shore, my team cowardly following behind me like puppies. The ice grew thinner, and by then, I knew I had to take the risk, a very slim chance, sure, but we needed to win the race. I sped up, scrambling safely towards the shore. Once my team finally reached land, we heard a crack on the ice. I looked back at the other team, who were drowning miserably. I scoffed; what a pathetic team.

(Megan Alesha Ong)

Black Star finally pulled us up. Yes, Black Star! Even though the temperature was way below zero, I could feel the warmth of victory. And I think the other team would go through the same thing. But they could deal with it by themselves, and there I saw it - the finish line - and there we crossed it. "WE HAD WON!!!"

(Tan Qi Bing)

"Come on, Pull!!!" I barked. "We need to save Bright Star," I said to the dogs. Using our paws, we saved Bright Star. We were so happy that we had saved Bright Star. She looked worried when we rescued her, but in the end, she was safe.

(Arianna Yip Kit-Ean)

And then, I pulled harder, and Bright Dawn shouted, "Other five dogs, Go!" And all of the other dogs started pulling harder. I could feel the sled coming out of the water; we all made it out and crossed the finish line. The other teams were struggling, getting through the challenging obstacles.

(Hemeindraa A/L Saravanakumar)

Year 7 ICT

The students learnt about various generic file types and their categories.

1. State what the following extensions are short for:

a. .rtf

Rich text format

a. .csv

Comma separated value

a. .txt

Text

a. .gif

Graphic interchange format

a. .jpg

Joint photographic group

a. .png

Portable network graphic

Raneeaa

1. State what the following extensions are short for:

a. .pdf

Portable document format

a. .mp3

Moving picture expert group 3

a. .mp4

Moving picture expert group 4

a. .css

Cascading style sheet

a. .html

Hyper text markup language

a. .zip.

Zip

a. .rar

Roshal archive

Ho Zu Yao

Identify the **THREE** file types listed in the question above that are stored as text file:

- a. .rtf
- b. .txt
- c. .CSV

Katelyn Ng



Identify the **FOUR** file extensions listed in the question 1 that are containers rather than files:

- a. mp4
- b. mp3
- c. .zip
- d. .rar

Ho Meng Hin

Mandarin students presented their research on Peking Opera.

京剧的历史 (History of Peking Opera) Gabriel Bong Jian, Thoo Qi Zheng

京剧起源于18世纪后期的北京，原在南方演出的三庆、四喜、春台、和春四大徽班陆续进入北京，与来自湖北的汉调艺人合作，同时接受了昆曲、秦腔的部分剧目、曲调和表演方法，又吸收了一些地方民间曲调，通过不断的交流、融合，最终形成京剧。



京剧的技巧 (Techniques of Peking Opera)

Christiano, Jia Qi, Gabriel Lee



- 1) 唱: 唱功对京剧来说很重要。因为歌唱在设定节目节奏、营造特定氛围、塑造人物和引导故事进展方面起着关键作用。
- 2) 念: 念白与唱互相配合、补充, 也是表达人物思想感情的重要艺术手段。演员从小练基本功, 念白也是必修课之一。
- 3) 做: 一般又特指舞蹈化的形体动作, 是戏曲有别于其他表演艺术的主要标志之一。
- 4) 打: 打是戏曲形体动作的另一个重要组成部分, 是传统武术的舞蹈化, 也是生活中格斗场面的高度艺术提炼。

京剧的角色 (The role of Peking Opera)

Bernice, Brenda



丑行又叫小花脸、三花脸, 除偶尔扮丑旦和老旦外, 大多数都是男性角色, 分为文丑和武丑, 文丑是指伶俐风趣或阴险狡黠的角色, 武丑则是指精明干练而风趣幽默的豪杰义士。

京剧的名段 (Famous plays of Peking Opera)

Teoh, Chloe



《穆桂英挂帅》

穆桂英是京剧人物。讲述了《杨家将军》的故事。故事讲述了北宋时, 《杨家将军》四代守护家国的故事。丈夫战死后, 她率领《杨家将军》与西夏国开战。

《贵妃醉酒》

杨玉环应邀在百花阁宴请唐明皇。到了目的地, 等了许久, 她才意识到自己大概是被骗了, 宴席已经搬到了西区。在等待中她喝的大醉, 然后绝望的回到了自己的宫殿。

TRADITIONAL VALUES • GLOBAL VISION

Year 8
京剧脸谱



Peking Opera masks originate from totems in ancient times, and developed into facial paintings of the Song and Yuan Dynasties, and eventually took the shape of facial costumes of the Ming and Qing Dynasties. It is a type of ready to wear facial makeup for opera actors and actresses in the stereotypical roles of "painted face" and clown. They play the artistic roles of implying commendatory and derogatory connotations and differentiating between benevolence and malevolence, enabling the audience to get a glimpse of the inner world of actors and actresses through their symbolic facial make-up. Students learned and designed their own facial masks.

Maisha



Sookshinie



Lou Jun Bond



Foo De Mi



Adrian

YEAR 9 LITERATURE: Students are reading the novel "Noughts and crosses" which describes a racially segregated society where black people (Crosses) are superior to white people (Noughts or "Blankers"). In the novel, a school for black students opens up to white students which sets off protests by the black students. Year 9 students assumed the role of a journalist reporting on the protests, based on what they read.

Monday 13th January 2003

THE BLACKMAN TIMES

"NO BLANKERS IN OUR SCHOOL!"

Rambunctious riot breaks out in Heathcroft High School causing trepidation among students

On Monday 13th January 2003 at 8am in Heathcroft High School, a protest in opposition to allowing Noughts at Heathcroft High School broke out.

Last Friday on 10th January 2003, politician Kamal Hadley signed an agreement of peace and equality with the Pangaeian Economic Community. This led to the opening of the used-to-be-Crosses-only-school, Heathcroft High School, to noughts. Many Crosses weren't keen on this idea and, thus, a protest broke out. This action by the government not only caused the Crosses in Heathcroft to rebel but also caused a ruckus in the country.



Crosses protesting in the lobby of Heathcroft High School

"After my father dropped me off at the gate, I had to fight my way through the huge crowd in order to get to class," stated Jean Gunnhildr, a third-year German transfer student.

"No blankers in our school!" was what was chanted by Crosses in Heathcroft High School.

"Serves them right! Noughts shouldn't be allowed in a school as prestigious as Heathcroft," stated Mona Megistus.

During the protest, both Cross students and teachers surrounded the four nought students, who were identified as Callum McGregor, Shania, Collin and Anu.

In the midst of the chaos, Sephy Hadley - daughter of Kamal Hadley - shouted: "Stop it! You're all behaving like animals! Worse than animals - like blankers!"

Upon being interviewed, Sephy Hadley said: "They shouldn't be like

this. Like us Crosses, they are human as well. Just because they have a different skin colour doesn't mean that we are allowed to do this."

During the protest, it was reported that a nought named Shania was beaten and hurt. She had a bloody nose, which had stained her uniform.

The protest was finally disbanded by police and the students returned to their classrooms. Many Crosses hope that noughts will be terminated from the school. However, noughts think that protests like this may happen more often in the future.

"Barbaric acts like this should never happen again!" stated Calum McGregor.

By Bethany Year 9



Another publication by:

The Pangaean Economic Times

Thursday 24th

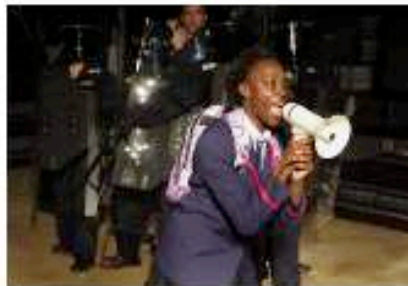
| BREAKING NEWS |

September 2013

'BLANKER!' Crosses rally against Noughts at Heathcroft High

Trepidation: Crosses seen protesting against Nought students at Heathcroft High School on the first day of school, inciting dismay.

An unruly protest erupted right outside the steps of Heathcroft High School's main gate entrance, incited by Cross students against the inferior Noughts. These protests happened on orientation day, the first day of the academic semester. These Crosses chanted ery strong and sharp words all at the noughts such as 'blanker', an insinuation that all of the noughts are all worthless like a blank piece of paper.



Our Home affairs minister, Kamal Hadley, enacted a bill forced on by the Pangaean Economic Community that has required schools to desegregate and to include around two dozen noughts into all-Cross schools. One of these schools that was affected by this bill was Heathcroft, which had around three or four nought students to be included into their classes. This sparked outrage nationwide with far-right Crosses all out on the streets protesting.

These students are all teenage, student Crosses protesting against all normal noughts with signs, and violence. The Metropolitan Police of Westborough, armed with riot gear, had to be involved in helping escort all of the noughts past the

school gates and into the school. They were met with severe violence and a small crowd was able to punch their way through the human barrier and into the line of noughts. This subsequently caused an injury to the head on one nought. The nought has remained unidentified as of now, however, the nought is in stable condition.

The area and place has been cleared of any evidence pertaining to the riot that happened and the school has returned to normal. However, all the crosses are still given privilege over the three to four noughts going.

We conducted an interview with a working class father, Kaeya Aberich. This working class father personally thinks that the situation was not justified and protests are bound to happen when two races mix in a racist soceity. He additionally thinks that the Pangaean Economic Community should be more harsh on the government and there should be more nought representation in parliament.

As of this moment, there have been no plans to stop this type of rioting in schools. Racism has always been an integral part of society and will be for millenia to come.

by Jin Xen Year 9



The Pangaeen Times

Tuesday
September 7, 2002

BREAKING NEWS!

**‘NO BLANKERS IN OUR SCHOOL!’
Protests at Heathcroft High, Crosses want
Noughts out!**

On Monday, September 6, 2002, an angry mob gathered around Heathcroft High demanding the removal of all Nought students from the school.

The government had recently enacted a law stating that some of the best-performing Nought students could attend certain Cross schools. Before the protests, rumours were circulating that some Crosses were determined to cause some trouble for the Nought students.

During the protest, the protesters were repeatedly chanting ‘No blankers in our school!’ One man



(Above: Image of the protest)

was heard saying ‘Get out of our school, you blankers! Go home!’ Several were shouting curses and expletives at the four Nought students surrounded by armoured police. Most of the crowd was parents, concerned about their children. Some held up signs and banners, all saying ‘No blankers

in our school!’ or ‘Get out and go home, blankers!’ The police had to push through waves of protesters just to get the students to school. One of the Nought students was injured by protestors, a girl, who remains anonymous. Cheers of joy could be heard after she was assaulted. A student who was standing next to the Noughts and the headmaster was heard yelling, ‘Stop it! You’re all behaving like animals! Worse than animals - like blankers!’ After she said that, the crowd’s yelling quieted down. The protest eventually fizzled out.

When questioned, a protesting parent of one of the students at Heathcroft High told a reporter, ‘I’d rather have my stomach sliced open without anaesthesia and my guts devoured in front of me than have my daughter attend the same school as those blankers!’ Another, who was not a parent, said, ‘This country is falling into tyranny! The

government is being influenced by those dirty, evil blankers! Get those blankers out!’ A few students were noticed amongst the crowd of the protesters.

The police are currently investigating the cause of the protest.

by Maximus Year 9

ART & DESIGN: Still Life Drawing



Wang ZiRui



Jing Wen Cham



Jing Wen Cham

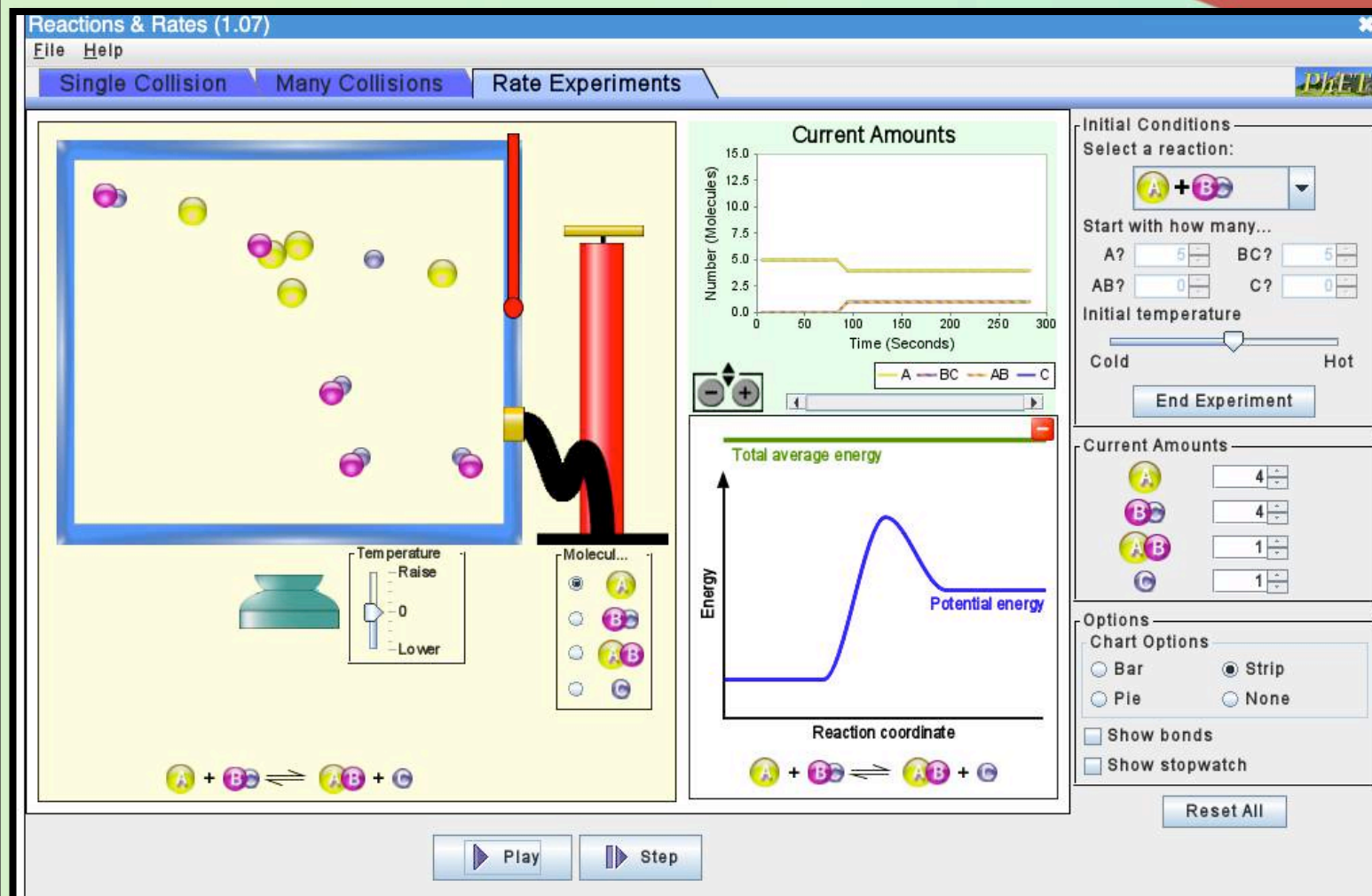


Jing Wen Cham

Year 10 students applied their drawing techniques for drawing still life. They practised how to Measure the subject, Start Drawing the shapes, Delineate Shadow Edges, Model the Form and Add Details and Finish.

YEAR 11: Combined Science

This week students learnt about factors affecting the rate of reaction. They all used a virtual simulator to test their hypothesis and observe the effect of changing variables on the kinetics of the energy. They provided explanations for the observed changes during the reactions.



Reactions & Rates (1.07)

File Help

Single Collision Many Collisions Rate Experiments

Temperature: Raise, Lower

Molecule: A, B, AB, C

Chemical equation: $A + B_2 \rightleftharpoons AB_2 + C$

Current Amounts Graph: Number (Molecules) vs Time (Seconds). Shows a step decrease in A and a corresponding step increase in BC, AB, and C.

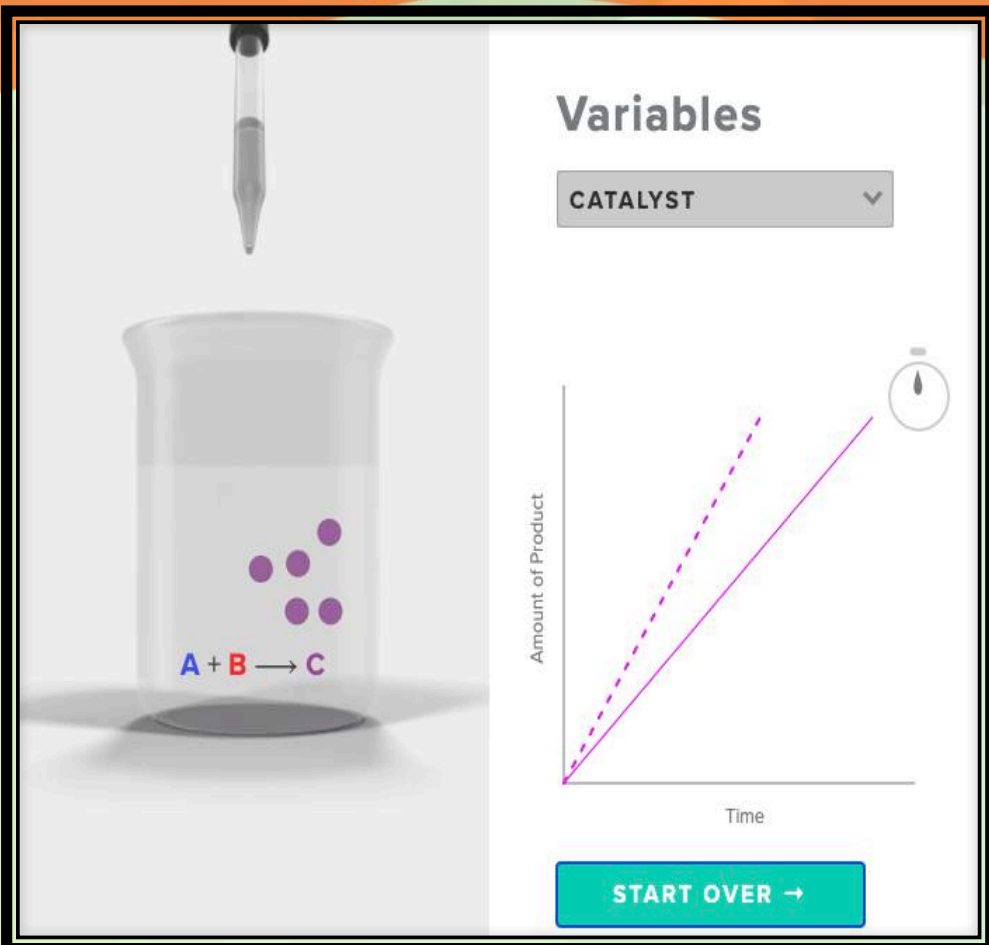
Total average energy Graph: Energy vs Reaction coordinate. Shows a potential energy barrier.

Initial Conditions: Select a reaction: A + B. Start with how many... A? 5, BC? 5, AB? 0, C? 0. Initial temperature: Cold to Hot. End Experiment button.

Current Amounts: A: 4, B: 4, AB: 1, C: 1.

Options: Chart Options: Bar, Strip (selected), Pie, None. Show bonds, Show stopwatch. Reset All button.

Play Step



Variables

CATALYST

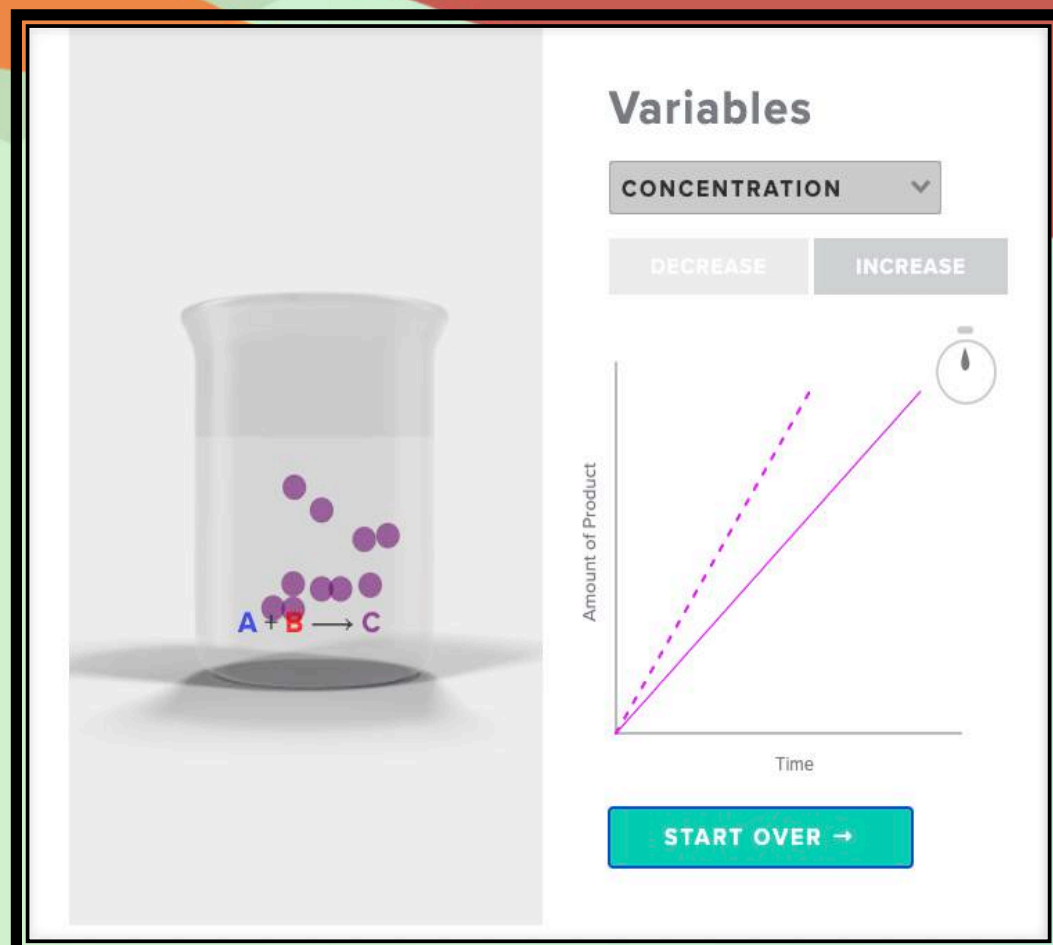
Amount of Product

Time

START OVER →

A catalyst is a substance that speeds up the rate of chemical reactions (usually a transition metal). The catalyst ends up the same mass which does not change

By Lai Kah Lok



Variables

CONCENTRATION

DECREASE INCREASE

Amount of Product

Time

START OVER →

The frequency of collisions between the two reactants will grow as the concentration of the reactants rises. If one of the reactants is a solid, the solid's surface area will affect how quickly the reaction proceeds.

By Zi Heng Wesley Wong

Pastoral Care Article

Good Enough Parenting Series: Part 4 -Avoidance

AVOIDANCE

The avoidance mal-coping style is based on flight from the pain associated with the lifetrapp. We react by avoiding situations and interactions that lead to the lifetrapp being triggered. The message of (underlying belief associated with) is:

“It is too painful and uncomfortable to hear or feel my life trap. I must keep myself separate and distracted so I am not aware of this painful truth about myself.”

When their needs are not met or when their lifetrapps get triggered, children with this coping style will do anything to escape feeling disappointment and pain. They bypass situations that could be painful and trigger their lifetrapp. Sometimes they feel powerless; they come up with ways to delay thinking about the situation. They circumvent conflict and intimacy by distracting themselves. Avoiders are prone to addiction, and often try to forget their pain by drinking excessively, taking drugs, overeating, or other self-destructive behaviour. Some will choose instead to immerse themselves in schoolwork or a hobby. They usually do not want to talk about their issues and will make excuses for not doing so. The voice in their head is

“I will avoid emotional pain at all costs.”

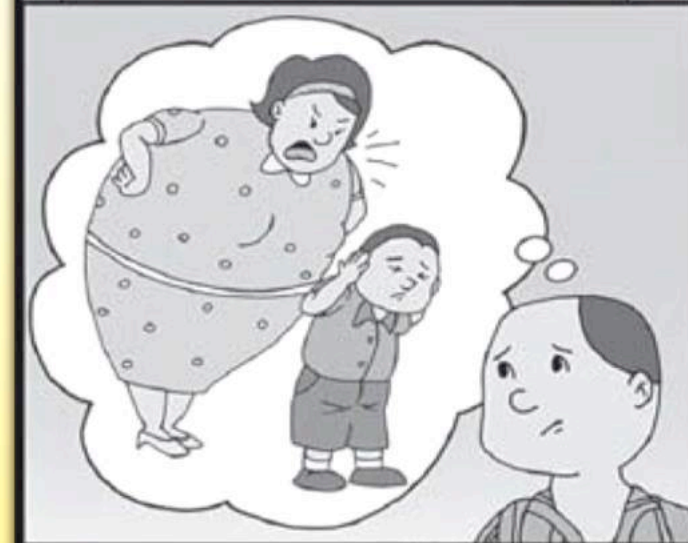
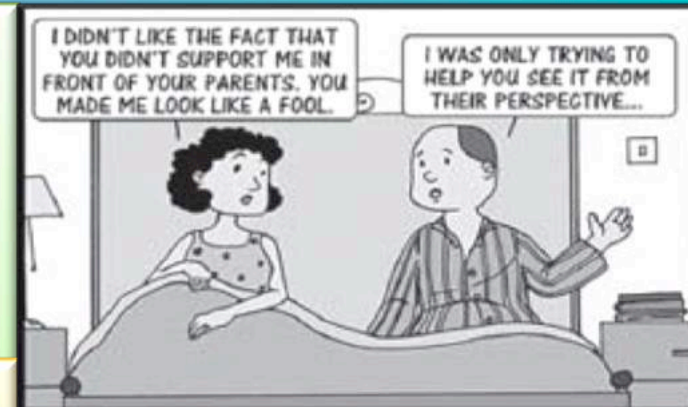
Sometimes they are not able to remember much from the past, and draw a blank when the past is questioned or explored because it hurts too much to remember. Children with the avoidance coping style often struggle with being deceitful, and are sometimes uncomfortable with eye contact.

Avoiding types (see Figure 2.4) tend to:

- Be out of touch with their own feelings
- Act like they do not have a problem
- Avoid intimate relationships
- Walk around numb
- Avoid confronting problems.

They spend time engaged in:

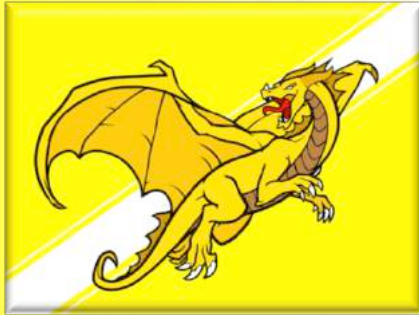
- Reading newspapers and magazines
- Surfing the net, shopping online, checking social network sites, watching television
- Running or playing a team sport
- Talking on the phone or texting.



SPORT HOUSE POINTS

Total: 773

Merit Points for
the week: 174



Total: 1228

Merit Points for
the week: 267



Total: 832

Merit Points for
the week: 179



Total: 1000

Merit Points for
the week: 222

