



Newsletter

2021/22 : Term 1 Week 8

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



Isa Soon

The Star of Week Award goes to Isa Soon from Year 1 Respect. A motivated student, Isa has a fine grasp of academic tasks, which he completes well and on time. He is confident about his knowledge of the world; his strong oral skills and wonderful imagination make him a treat to listen to. Isa shares his views, his understanding of the books he reads, and his personal adventures with an enthusiasm that is delightfully entertaining. He is a cooperative student with many friends and teachers. His conduct makes him a positive role model for the entire class. He has been supportive of others and has a great sense of fair play. We all wish him a great learning journey ahead and well done!



Newsletter

Secondary

STAR OF THE WEEK



Thoo Qi Ming

The Star of Week Award goes to Thoo Qi Ming from Year 7 Respect. Thoo Qi Ming puts much effort into his Malay lessons and readily volunteers answers during class discussions. In ICT, Qi Ming has been an active participant in class discussions. He willingly shares his answers and opinions on the topics discussed. In Mandarin lessons, Qi Ming is more focused and answers questions in class. In the group project, he was a proactive member of the team. In science, he has shown improvement since week 1. He managed to make the most interactive video presentation about energy changes during science class. His creativity has set an example for how ICT skills can be used during science lessons. Keep up with your passion to use various skills learned across other subjects! We all wish him a great learning journey ahead and well done!

Dear parent / guardians;

While faced with the current unpredictable situation, our teaching and learning still goes on as planned. The early years and primary students had their exit points last Friday. Thank you to those parents who joined the students to witness their presentations. Regarding the early years, the parents were clearly enthusiastically involved in the activities with the children.

At secondary level, students are focused and passionate about Effective Learning as it involves both summative and formative assessment. It gives valuable practice and feedback as part of preparations for Checkpoint and IGCSE exams.

We at school take homework seriously as there is a strong link between **homework** and academic achievement. The time a child spends on doing **homework** will develop more than their academic skills alone. **Homework** sessions encourage students to use their time wisely, work independently and engage better with the subject matter. It will also improve the students' memory and critical thinking skills.

We are navigating the awkwardness of social distancing, fears of economic instability and the loneliness of working/schooling from home. If adults are struggling to find ways to balance the stress and anxiety resulting from our changing culture, how are our preteens/tweens and teens doing? Please do spend some time listening and talking to your children.

We are receiving numerous directives from the authorities on the school reopening. We will soon communicate with parents on the reopening plan once we have concrete directives latest by the start of next week. Please email us at principal.puchong@rafflesia.edu.my, if you have any queries or concerns.

Thank you for your continued support. Stay home, stay safe.

Ms. Chandra Veerappan

PREFECTS' CORNER



NEW UPDATES

- This week we have made tremendous progress for the planning of Halloween.
- The main events are:
 - Online Murder Mystery
 - Art & Craft Competition
 - Cooking Competition
 - Costume Day
- Here, are some posters we designed to advertise our event.



Primary Halloween Competitions

Arts & Crafts



You will have to create a handicraft related to Halloween. Using recycled supplies such as soda bottles and toilet paper rolls are encouraged, but you may use a range of materials.

Examples:



Cooking Activity



Examples:



You will have to create a snack or treat related to Halloween. You may use all sorts of ingredients as well as kitchen appliances, but make sure your parents are by your side!

Best Costume



Wear a costume and show it off for a chance to win merit points. You may buy a costume or get creative and make your own. Don't let online school waste your amazing outfits.

Kindly email clear images of you in your costumes on Friday 22nd October and images of your creations for either competition by Monday 25th of October to your homeroom teacher's email. The winners, as well as participants, of these competitions will receive merit points!

NURSERY

IEYC Exit Point

During the **IEYC Exit Point** for the unit **Little Movers Make Giant Strides**, students and parents worked on making a DIY homemade game. Students showcased their games and enjoyed playing the game.





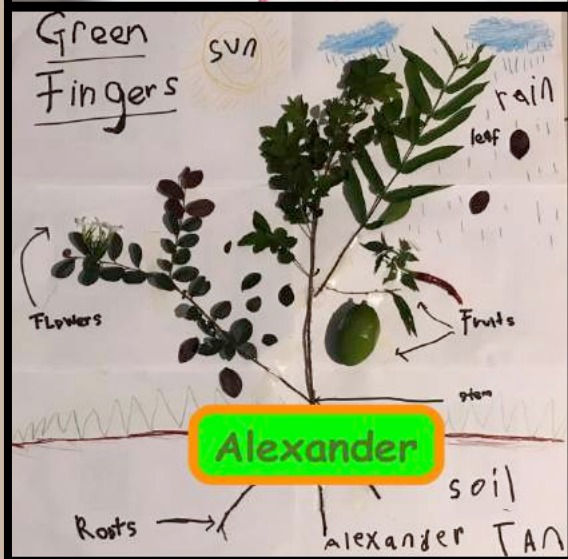
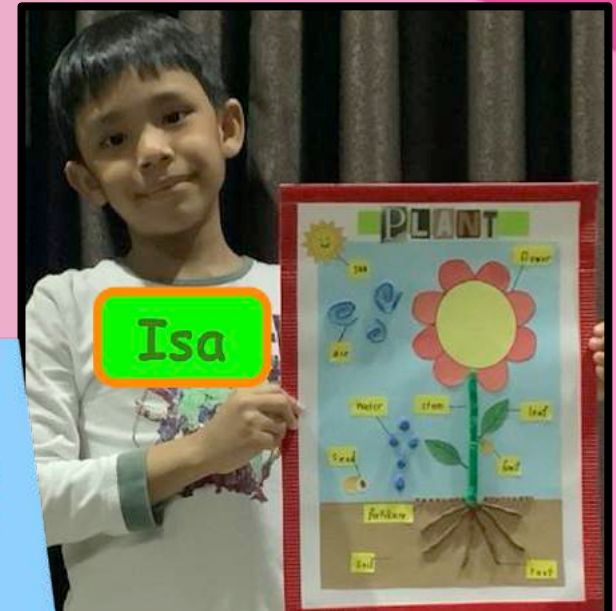
During the Exit Point for the IEYC unit 'This is Me', Reception students showcased their learning in the unit through a video and presented a family song using sign language for their parents! Wonderful job children!



TRADITIONAL VALUES • GLOBAL VISION

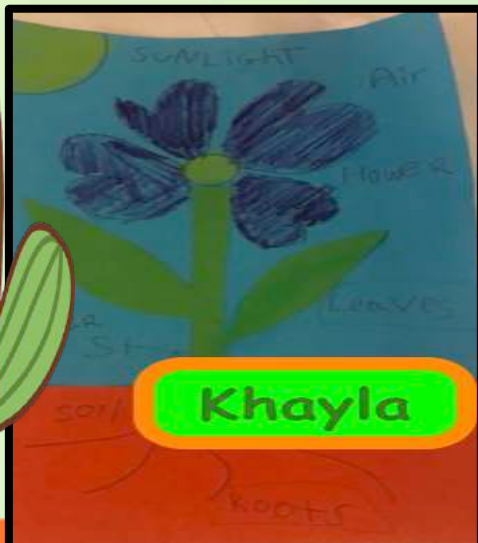
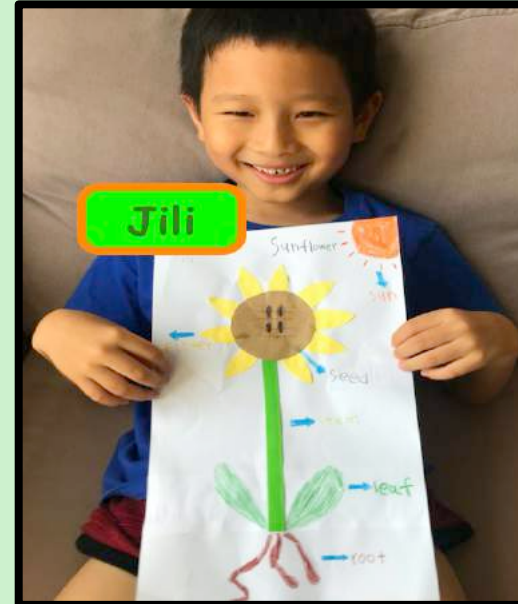
Green Fingers

At Exit Point, we chose a topic, researched about plants and created posters. We presented our posters confidently and shared our knowledge about plants.



Green Fingers

At Exit Point, we chose a topic, researched about plants and created posters. We presented our posters confidently and shared our knowledge about plants.



Year 2

Theme: Brainwave

At the Exit Point, students showcased their brain modal and explained the parts of the brain. Students shared their knowledge about the brain with the whole class.



Arshmieka



Farashah



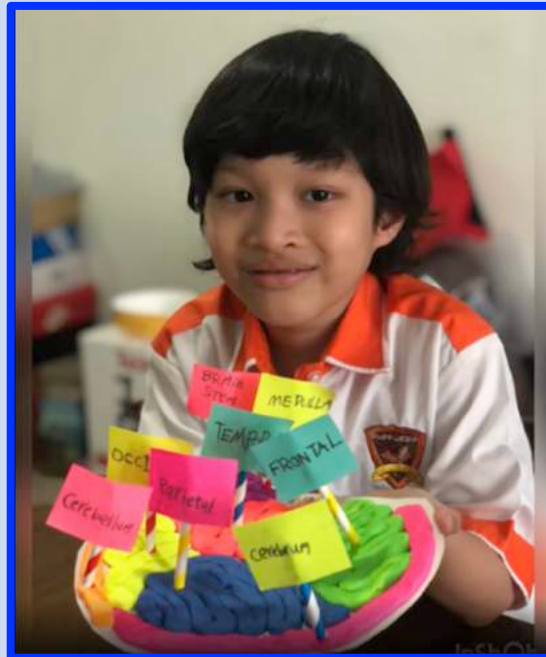
ZiYing



Freya Lim



Mia Lee



Mikail



Adeen



Maryam



Skyler



KaZen



Variesh



Yuman

Year 3

Wen Hong



Yan Xiang



Hayley



Alsa

Students were asked to create a fair trade logo using candy wrappers, coloured paper and magazines or newspapers for their exit point. This was to showcase their understanding of fair trade and encourage them to buy and support fair trade products.

Qi Yuan



Hubert



Hafiz



Meeram



Tsui Sen Hei

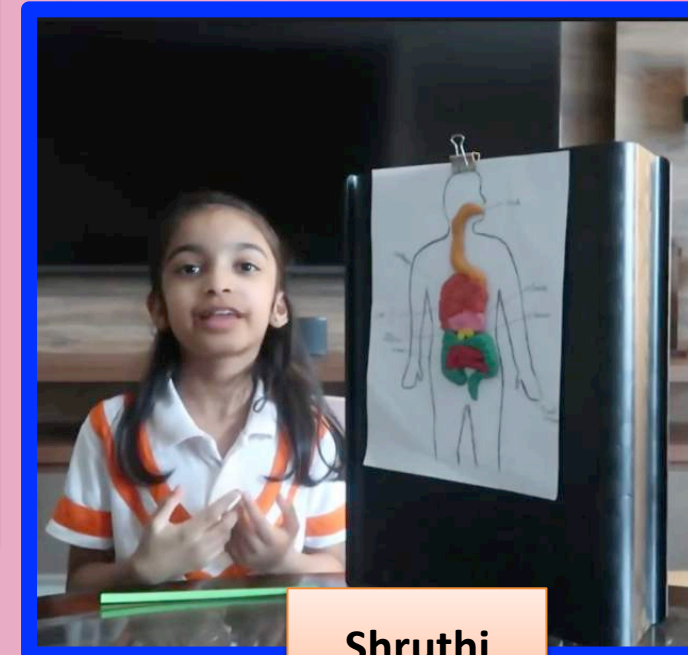


For their Exit Point, students were asked to create a 3D model of the digestive system and explain how the digestive system works. This Exit Point was chosen to showcase students understanding of the Unit: How Humans Work

Clyde Andre Tubig



Shruthi





Roots, Shoots and Fruits



Teoh Ling Tong



Seow Yen Xin

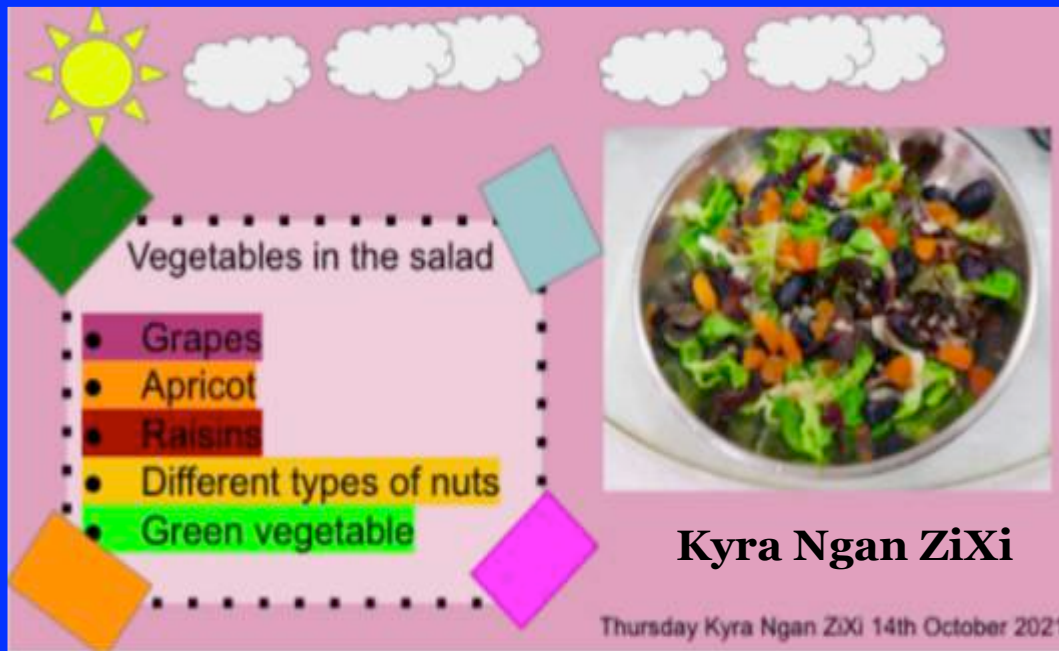


Navlyn Hew Jia Yu



Would it make a difference to the world if we all became vegan or vegetarians?

This question was put to the students, and they had many different responses. Many of them said they could do it for a day or two but not more than that.



Vegetables in the salad

- Grapes
- Apricot
- Raisins
- Different types of nuts
- Green vegetable

Kyra Ngan ZiXi

Thursday Kyra Ngan ZiXi 14th October 2021



Rudhra Senna Prasanth a/l Vasanth Prasanth



Lim Yan Tong

During our unit of Roots, Shoots and Fruits, the students went into more depth about how seeds are formed, by exploring the parts of a plant, and understanding the male and female parts. We understood the importance of pollinators in this process as well.

The year six students created presentations to share with the parents to show what knowledge they had gained from working through the IPC units 'Brainwave and Moving People.' Group 1 (Rui Jie, Megan Lee Jing Swen, Lau Tze Xuen, He YuXuan, Hao Yue Yue) presented 'Slavery In Ancient China,' which looked at how the slaves were forced to help build The Great Wall Of China, foot binding and the submissive role that women played.

Ming dynasty



Ming dynasty ruled China from 1368 - 1644 A.D. During this time in China the world's doubled its population. Ming dynasty is also remembered for its drama, literature and world-renowned porcelain. What was bad about the Ming dynasty was a combination of factors, including and economic disasters due to the lack of silver, a series of natural disasters, peasant uprisings, and attacks by the Manchu people.

The Hongwu Emperor of the Ming dynasty (1368-1644 AD) sought to abolish all forms of slavery because the slaves were punished unfairly but in practice, slavery continued through the Ming dynasty. The Javans sent 300 black slaves as tribute to the Ming dynasty in 1381.





Group 2 (Annabelle Tan Hui Na, Hemeindraa A/L Saravanakumar, Aghan Varan, Arianna Yip Kit-Ean, Wong Zhi Xuan) presented 'The Difference Between Refugees and Immigrants,' which looked at the push factors that force refugees to move to another country and the pull factors that attract an immigrant to move to another country willingly.

Difference between refugees and immigrants

Refugees are forced to flee from their country because of threats like war and persecution.

Immigrants are people who choose to move to a another country to live permanently because of jobs that the country has or maybe it's safer. Refugees move because they are forced to, these are called push factors.



Group 3 (Tan Qi Bing, Megan Alesha Ong, Lau Xin Ru, Ksiniya Mikhaylova) presented 'Mnemonics,' which looked at ways to use 'memory tricks' like chunking, acronyms, acrostic patterns, memory palace, rhyming and music to enhance your memory.

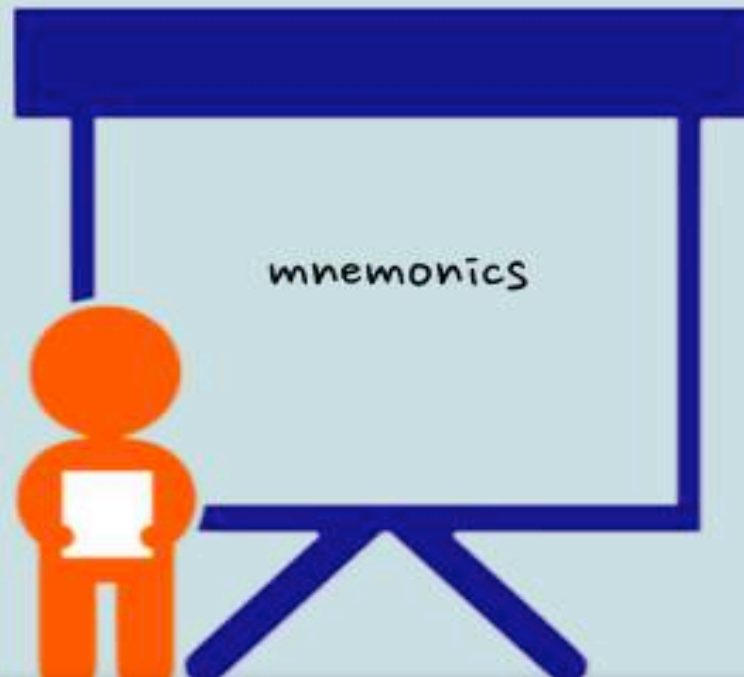
What are mnemonics?

QI BING

What exactly are mnemonics? Mnemonics are things that help you to remember other stuff easily.

It's as simple as that but first, here are the things we are going to present:

- Acronyms
- Memory palace
- Music
- Chunking
- Acrostic





YEAR 7 (LITERATURE)

The students from Year 7 did a presentation on the plot from Matilda in groups. These are some extracts from their wonderful teamwork's effort:

EXPOSITION

THE EXPOSITION OF MATILDA

MATILDA IS A BRIGHT YOUNG CHILD WHO CAN READ BOOKS AT A VERY YOUNG AGE. SHE CAN ALSO SOLVE COMPLICATED MATH PROBLEMS AS FAST AS A LIGHTNING BOLT

Shao Jie & Anson

Examples of rising actions

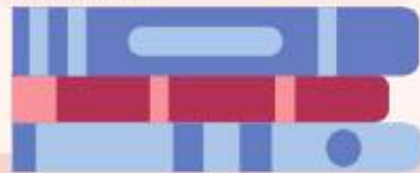
- Matilda was determined to get back at her father after what had happened.
- Matilda found out that her eyes have superpowers.
- She was determined to go by herself to get a book at the public library in the village.

Harry & Ernest Ho

harry

Falling Action

- Falling Action - Matilda's parents are moving to Spain because people found out about her dad's phony business.



You Ran, Ruo Qing & Katrina

Climax

Matilda then helps Ms. Honey get revenge on Miss Trunchbull by making her think her house is haunted.

Erin Chan



V.S



Still Life Drawing

A still life is a drawing or painting that focuses on still objects. The subject matter is inanimate and never moves, typically with a focus on household objects, flowers, or fruits.



Lee Jia Bei Brenda



Gabriel Lee Jian Hua



**Lee Jia Bei
Brenda**

**Lee Jia Bao
Bernice**



**Adrian Loh Weng
Kean**

Year 9 Mandarin

Friendships have a huge impact on your mental health and happiness. Good friends relieve stress, provide comfort and joy, and prevent loneliness and isolation. Year 9 students shared their ideas on how to make good friends.

我们每个人在外必须要有朋友，一个人如果没有朋友，就会感到孤独寂寞。然而朋友也有好坏之分，因此我们必须谨慎交友。俗话说：“人不可貌相”我们不能单凭一个人的面貌断定她他的好坏。当然生活中肯定避免不了结交损友，损友并不是坏人，做恶毒的那种人。

结交损友益友都是相对的，长远来看，是应该多结交益友的，那样会对你的人生产生正面影响！但是，活在当下，结交损友是必不可少。相反我们的生活可能偶尔需要这样的朋友，他们给我们带来欢乐，带来生活中一些不平常的快乐！可以从她他的言语中或者行为方面观察，如果一些话或者行为让你产生不满，可以和她他说，如果不改，一直说一些玩笑你当真了，但她他却像没事人一样，经常做这些事情你可以断绝来往。毕竟“说者无意，听者有心”。

在人生长河中我们也极有可能结交到所谓的“损友”

结交损友不一定会毁了自己，但也不可避免会发生，你需要自己去感觉她他是否真心待你，她他的性格怎么样，如果志同道合，那就做朋友，反正交友时一定要小心。

By Shi Jing Yu

10月4日

星期三

晴

最近因为疫情的关系，网络几乎是人们每天会接触的东西。同时，也有许多人在网上交了朋友，即使不知道对方的身份，我们依然可以与他人沟通，做朋友。在网络交友这件事上，我有自己的看法。我觉得在网络上交朋友弊多于利。

首先，我觉得网络交友很容易受到欺骗，隔着屏幕的我们不知道对方的身份，也不知道对方的来历和目的。思想不成熟的我们很容易被对方的花言巧语所蒙蔽，使我们卸下了自己的防备心。比如说，报道上常出现被骗了巨款的新闻。这种事情会发生的主要原因是因为受害者没有足够的警惕心，在与陌生人交流的过程无意中透露了自己的隐私和重要信息，让网络骗子有机可乘。

此外，长期使用网络交友的我们会渐渐失去与人面对面交流的能力。在网上与人交流时，无需太过顾及对方的感受，所以会失去了应有的思考和应变能力。久而久之，我们会认为与人面对面交流会给自己造成心理压力，严重的可能会有社交恐惧症。另外，在网络世界很容易被迷惑了内心，失去了人应有的同理心，也有可能造成网络霸凌日益严重。

再说，如果不当的处理网络交友，有可能造成他人沉迷于网络世界。有些人可能会认为只有在网络上能交到朋友，从而逃避现实世界，沉迷于网络世界为他带来的快乐，从而无法自拔。这么看来，网络交友不仅会使人上瘾，还会给他人带来错误的观念。例如，沉迷于网络世界会使人荒废学业，长时间对着电子产品对人体造成严重的伤害，最普遍的会照成肥胖症和近视。

由此可见，网络交友有很大的坏处，甚至能对我们的生活造成无法挽回的后果。一失足成千古恨，我们要谨慎使用网络，以免在发生事情后，才来后悔莫及。

By Kwa Jia Hang



The Year 9 students learned about the topic of "Eating and drinking" and talked about their three meals.



Khow Jin Xen



早餐



午餐



晚餐

我今天早上六点起床。我早上吃了牛油面包，还蘸了一点草莓酱。我下午出去吃。我去吃日本餐。我吃了牛肉和洋葱拌饭。我晚上没有时间煮东西吃，所以我煮一点面。

我的三餐

徐慧缙-我的三餐

我每天早上九点半吃早餐。早餐我吃了面包、鸡蛋和喝茶。过后，我十二点半吃午餐。午餐我吃面条汤和喝果汁。最后我八点四十五分吃晚餐。晚餐的时候，我吃饭和肉。



早餐 · 午餐 · 晚餐

Qaseh

早餐，我吃了面包。午餐，我吃了面条。晚餐，我吃了炒饭。

Qaseh



面包 · 面条 · 炒饭

WHAT MAKES US MALAYSIAN?

THE STUDENTS WERE TAUGHT HOW TO CONDUCT A SURVEY. THERE WAS A GENERAL SURVEY DONE ACROSS YEARS 7 TO 11 IN THE PAST WEEK. IN PARTICULAR, IT WAS IMPORTANT TO THE YEAR 10 STUDENTS AS THEY WILL BE SOON WORKING ON THEIR INDIVIDUAL REPORTS AND GROUP TASKS IN THE TERMS TO COME. THIS ACTIVITY WAS CONDUCTED IN ORDER FOR THEM TO FAMILIARISE THEMSELVES WITH HOW TO PROPERLY CONDUCT A QUANTITATIVE SURVEY, EVEN IF IT IS AMONG THEMSELVES.

WHAT MAKES US MALAYSIA	GRACE	MS ANNE	CUI SHI	ZIRUI	YEE YAO	YEN LYN	ANISA	TOTAL	Commonalities	Findings
1 Traditional Attire										
Cheongsam	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	4 People in year 10 picked cheongsam, 1 person picked baju kebaya and no people picked samfu.	based on my data collected, I have come to the conclusion that the cheongsam is a popular option when year 10 is given the category of traditional attire.
Samfu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0		
Baju kebaya	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		
2 Language										
Cantonese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	2 people in year 10 picked cantonese, 7 people picked english and mandarin, and 5 people picked malay.	based on my data collected, I have come to the conclusion that english and mandarin are popular options when year 10 is given the category of language.
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7		
Mandarin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7		
Malay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5		
3 Culture										
Can not wear black to weddings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1 person in year 10 wrote the culture of giving duit raya during hari ray and no people wrote wearing black to weddings or wearing colourful clothes during diwali.	based on my data collected, I have come to the conclusion that giving duit raya is the most popular option in year 10 our of the rest.
Give duit raya during hari raya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1		
Dress in colourful clothing during diwali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0		

TRADITIONAL VALUES • GLOBAL VISION

WHAT MAKES US MALAYSIA	Anne	Anisa	Grace	Zirui	Yen Lyn	Yee Yao	Joy	Total	Commonalities	Findings
1 Traditional Attire										
Saree	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2 people have chosen Saree, 5 people have chosen baju kurung, 1 person has chosen kurta-pyjama, 5 people have chosen cheongsam.	Based on the research I collected, I found out that baju kurung and cheongsam are equally popular among the students in year 10 when it comes to traditional attire.
Baju Kurung	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5		
kurta-pyjama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1		
Cheongsam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5		
2 Language										
Malay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5	5 people have chosen Malay, 7 people have chosen English, 7 people have chosen Mandarin, 5 people have chosen Tamil.	Based on the research I collected, I found out that English and Mandarin are equally popular among the students in year 10 when it comes to language.
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7		
Mandarin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7		
Tamil	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5		
3 Culture										
Not weaing black for NY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	2 people have chosen 'not wearing black for CNY', no one has chosen 'not allowed to stick our chopsticks into our rice downwards', 1 person has chosen 'it is a chinese culture to have lion dance during CNY.'	Based on the research I collected, I found out that 'not wearing black for CNY' is the most popular among the students in year 10 whereas 'not allowed to stick our chopsticks into our rice downwards' was not popular among the students.
Not allowed to stick our chopsticks into our rice downwards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-		
It is a chinese culture to have lion dance during CNY	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		
4 Customs										
must wash hair when from funeral house	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	1 person has chosen 'must wash hair when from funeral house', 1 person has chosen 'cannot wear black on CNY', no one has chosen 'cannot sweep the floor on CNY'.	
cannot wear black on CNY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		
cannot sweep the floor on CNY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-		

WHAT MAKES US MALAYSIA	Grace	Joy	Cui Shi	YenLyn	Yee Yao	Zi Rui	Ms Anne	Total	Commonalities	Findings
1 Traditional Attire										
Baju Kebaya	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2 2 people in year 10 class have chosen saree, 2 of them have picked baju kurung, 3 of them have picked baju melayu and 4 of them picked cheongsam	Based on my data collected, I have found that cheongsam is the most populated traditional attire out of all in my list.
Saree	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Baju Melayu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
CheongSam	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2 Language										
Malay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		5 5 people in year 10 class have chosen malay, 7 of them have picked english, 7 of them have picked mandarin and 5 of them picked tamil.	Based on my data collected, I have found that English and mandarin is the most populated language out of all in my list.
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Mandarin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Tamil	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			



WHAT MAKES US MALAYSIA		Grace	Cul Shi	Joy	Zi Rul	Yen Lyn	Anisa	Ms Anne		Total	Commonalities	Findings
1	Traditional Attire											
	Baju Kurung	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5	5 of my classmates has chosen baju kurung, 3 of them have chosen baju melayu, 1 of them have chosen sampin, 4 of them have also chosen cheong sam, 1 of them have chosen baju panjang and 1 of them have chosen kurta-py jama.	Based on my data collected, I have come to the conclusion th baju kurung is the most popula traditional attire option and kurta py jama, baju panjang an sampin are the least popular traditional attire option.
	Baju Melayu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3		
	Sampin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		
	Cheong Sam	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4		
	Baju Panjang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		
	Kurta-py jama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		
2	Language											
	Malay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	5 of my classmates have chosen malay, 7 of them have chosen english, 7 of them have also chosen mandarin, 2 of them have chosen cantonese, none of them have chosen hokkien and 5 of them have chosen tamil.	Based on my data collected, I have come to the conclusion th english and mandarin are the most popular language options and hokkien is the lest popular language option.
	English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7		
	Mandarin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7		
	Cantonese	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2		
	Hokkien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0		
	Tamil	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5		
3	Culture											
	Never sweep the floor during Chinese New Year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	2 of my classmates have chosen 'Never sweep the floor during Chinese New Year' and none of them have chosen 'Exchanging gifts during christmas time', 'Give or receive any ang pau during Chinese New Year' and '3 races in Malaysia Includes Malays, Chinese and Indians'.	Based on my data collected, I have come to the conclusion th 'never sweep the floor during Chinese New Year' is the most popular culture option and 'exchanging gifts during christmas time', 'give or receive ang pau during Chinese New Year' and '3 races in Malaysia
	Exchanging gifts during christmas time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0		
	Give or receive any pau during Chinese New Year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0		
	3 races in Malaysia Includes Malays, Chinese and Indians.											

Year 11 students presented their slides on Chapters 14 to 19 last week. This activity made the students revise and recap on the topics learned this term so that they could prepare for their coming term exam. Student presentations benefit the presenters in significant ways. By doing presentations, students learn how to speak in front of a group, which is a broadly applicable professional skill. The students are always required to teach what they've learned, so they have better understanding and knowledge retention than the students who simply spend the same time re-studying.

14.1 Solving by substitution {Basic}
Work Example 2 (pg 305)

Chapter 14 April

$$3x - 2y = 29 \quad (1)$$

$$4x + y = 24 \quad (2)$$

First take (2) and make y the subject and label the new equation (3)

$$4x + y = 24$$

$$y = 24 - 4x \quad (3)$$

Finding x: Now, sub (3) into (1)

$$3x - 2(24 - 4x) = 29$$

$$3x - 48 + 8x = 29$$

$$3x + 8x = 29 + 48$$

$$11x = 77$$

$$x = 7$$

Finding y: When $x = 7$ sub into (3)

$$y = 24 - 4(7)$$

$$y = 24 - 28$$

$$y = -4$$

Final answer:
 $X = 7$
 $Y = -4$

Note that you can sub into any equation but I used (3) here cause it was the easiest

Work examples

How long will it take for \$250 invested at the rate of 8% per annum simple interest to amount to \$310?

Amount = principal + interest
Interest = amount - principal
Interest = \$310 - \$250 = \$60

Rate = 8% per annum
= $8/100 \times 250 = \$20$

So the interest per year is \$20.
Total interest (60) ÷ annual interest (20) = 3
So it will take three years for \$250 to amount to \$310 at the rate of 8% per annum simple interest.

Chapter 15 Jesslyn

Direct proportion

When two quantities are in direct proportion, they **increase or decrease at the same rate.**

Chapter 16 Valerie

Q: Five bottles of perfume cost \$200. How much is 11 bottles?

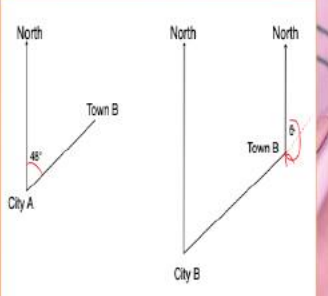
$200 \div 5 = \$40$ per bottle
 $\$40 \times 11 = \440 for 11 bottles

Direct proportion graphs are a straight line that pass through the origin.

Chapter 17 Adriana

Example

The bearing of town B from city A is 048° . What is the bearing of city A from town B?



In the second diagram, the two north lines are parallel. Hence angle $\theta = 48^\circ$ (using the properties of corresponding angles).

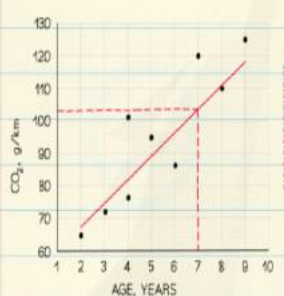
The bearing of city A from town B
= $48^\circ + 180^\circ$
= 228°

Notice that the difference between bearings (48° and 228°) is 180° .

What do you need to know about them?

Using a scatter graph

Question: Using the same graph from the previous question to estimate how old a car emitting 104g/km would be.



- There is a positive correlation so add in a line of best fit and use this to answer the question.
- The line of best fit does not have to go through any of the data points.
- From the line of best fit that a car with emissions of 104g/km would be about 7 years old.

Chapter 18 Khalyaanii

Asymptotes (a line that the graph will never intersect) \gg

x axis of asymptotes can be found from: Example of asymptotes \rightarrow

$$y = \frac{3}{x} + 3$$

$$y = \frac{3}{x-2} + 3$$

$x = 0$ $x = 2$

y axis of asymptotes can be found from:

$$y = \frac{3}{x} + 3 \quad \leftarrow y = Q$$

Chapter 19 Kaylyn

To sketch:

- Identify the shape
- Find x-intercept
- Find asymptotes
- Label asymptotes, x-intercept and label the graph

PASTORAL CARE ARTICLE GOOD ENOUGH PARENTING SERIES: PART 5 -OVERCOMPENSATION

OVERCOMPENSATION

The overcompensation coping style stems from the desire or need to fight what we believe is the underlying truth the lifetraps hold about us. We react by behaving in a way designed to create the opposite effect of the lifetraps. The message, or underlying belief associated with this coping style is,

“I must fight as hard as I can to think and act as though what my lifetraps says about me is not true.”

When their lifetraps get triggered, children with this coping style who have been treated harshly and criticized, for example, will feel attacked, and they will attack back in order to prove that the negative feeling they have about themselves is not true. They will lash out in anger and attack the source of the negative message. Those who have been abused will abuse others or fight for justice when they feel unsafe; those who have been deprived of love and affection will convince themselves and others they are tough and do not need others in this way.

Overcompensation can take many forms, depending upon what painful message and/or experience the individual is fighting against. Those with this coping style often overreact to small slights or disappointments and can come across as, for example, rude, insensitive, and demanding or aloof and above it all

Someone who is overcompensating may:

- View disagreements as a threat
- View feedback as criticism,
- Appear strong, but actually be fragile
- Not care who gets hurt in the process of proving themselves right
- Prioritize protecting their image over intimacy
- Put their own needs first over the needs of others

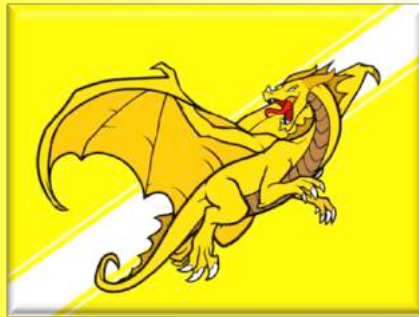
- Constantly bring up their unhappiness about others' annoying traits while acting as if they themselves are perfect
- Not wait for a suitable time to talk; wanting it done there and then
- Throw tantrums and abuse others with name-calling
- Make unhealthy comparisons with others during quarrels
- Criticize and have no qualms about getting involved in long, drawn-out fights



Sport House Points

Total: 953

**Merit Points for
the week: 180**



Total: 1562

**Merit Points for
the week: 334**



Total: 1004

**Merit Points for
the week: 172**



Total: 1228

**Merit Points for
the week: 228**

