



Highlights from EPCS

Issue 1, 3rd April 2020



Take care, stay safe and look after one another at this challenging time.
From everyone at Easthampstead Park Community School.

#respect #pride #kindness

Highlights from EPCS during COVID-19



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Despite the unprecedented challenges, uncertainties and turmoil the nation is facing, the EPCS school community remains strong and active, working and learning together - albeit from a distance! Find below some messages from our Heads of Year, and some extracts from work our students have been producing at home which will hopefully make you smile and brighten your day.

Mess eages from our Heads of Year

From Ms Preston, Head of Year 7

Year 7 have been encouraged to keep learning and to stay active whilst they are in this lockdown period. There is a competition running between Year 7 and 8 to write the best journal detailing their experiences of this unprecedented time; students should be updating this every couple of days or can take it day by day. There has also been a short quiz I've shared with Year 7 students through email and many students have engaged really well with this.

Through my weekly emails, I have updated Year 7 on what I have been doing at home (mainly Joe Wicks workouts, working from home, walking the dog etc) and have shared videos and photos. I've also encouraged students to share what they have been doing with me. I'm pleased to say most Year 7s have been very conscientious in their approach to their home learning. Students have completed some fantastic work whilst at home and have been very proactive, asking if they have any queries about deadlines or any work set.

From Miss Swift, Head of Year 8

In between working I have been taking Piper, my dog, out on nice long walks. She has been enjoying having more time with me whilst I have been working from home when not in school. I have made banana bread and enjoyed eating this! I am still waiting for Year 8 students to share some good recipes with me to try (hint, hint!) I have started to learn how to play Ukulele and I am hoping that I will be able to play a song for you once we are back in school properly! I have been trying to think of different quizzes to set Year 8 and have enjoyed their responses to my quizzes and challenges when they have emailed me. So far, all the responses I have received have been correct, keep it up!

Lots of work has been set for Year 8 by their subject teachers, so it's important they are checking ClassCharts and Google Classroom everyday. As well as their lesson work, they also have their journal to complete (remember that we are in competition with Year 7 - and I am very competitive!)

<p>Jamie Oliver is doing a cooking show every day on Channel 4 at 17:30. I will be setting a bake off challenge next week for Year 7 students to share pictures of any bakes/cooking they create at home!</p> <p>If you have a garden or when you are out doing your daily exercise, RSPB have put together a bird spotting guide- challenge to see how many you can spot! https://www.rspb.org.uk/.../famil.../activities/go-birdwatching/ https://www.rspb.org.uk/fun-and-lea.../.../games-and-activities/</p>	<p>Besides this, there is a free course on learning basic sign language: https://www.british-sign.co.uk/ This is being offered for free! Do encourage your child to make the most of such opportunities to learn new skills like this at this unusual time!</p> <p>If any students are interested in cooking/baking, one of Miss Fear's fellow food teachers has started up a YouTube page, so this is definitely another website worth checking out which might possibly inspire you to use up your household leftovers. https://www.youtube.com/watch?v=DaJqFDydE9Y</p>
<p>From Mrs Fear, Head of Year 9</p>	<p>From Mr Ayliffe, Head of Year 10</p>
<p><u>Mrs Fear's diary - Self isolation</u> I have been self isolating and have managed to stay healthy! I have given myself a routine and have achieved a lot during this time. I have marked lots of coursework and have been communicating with many of my students via email to ensure that tasks have been fully completed. It has been good to see lots of engagement and students making the most out of this situation! As well as communicating with GCSE students, I have received some amazing pieces of work from year 9 students for both child development and hospitality and catering.</p> <p>During my isolation period, I have enjoyed spending lots of extra time with my animals, planting seeds (to grow vegetables) , baking (using leftovers and overripe food) and playing my ukulele. I even participated in an online band practice where we all learned how to play 'Always look on the Bright side of life' from Monty Python's The life of Brian. Very apt!</p> <p><u>Year 9 kindness challenge</u> I have set all Year 9 students a kindness challenge, to carry out an act of kindness everyday. Perhaps this is making a cup of tea for a family member, helping their sister or brother with home learning or even just sending a message to a friend to check in. Now is a great time to go out of our way to make another person feel valued.</p>	<p>I hope you're all doing well and managing to keep yourself busy during these strange times. I'm sure this hasn't been a challenge for the students in year 10 with the wide range of work being set across all subjects! We all need to remember that school will eventually reopen and that year 10 will be in competition with students from across England for those top GCSE grades next summer!</p> <p>It's been wonderful to read some exceptional work from year 10 students and to see the care and consideration they have for one another at this time. They continue to be a credit to the school.</p> <p>I have come across a wonderful website I wanted to share. It is a free website to help you learn a modern foreign language, so definitely encourage your child to check this out https://www.duolingo.com/</p> <p>I also wanted to draw your attention to the National Theatre, who are making one of their recorded shows available via their YouTube channel each Thursday. Each show is available for free for just one week! https://www.youtube.com/user/ntdiscovertheatre This is a fantastic opportunity to enjoy really high quality theatre from the comfort of the sofa. The first show is One Man, Two Guvnors, starring James Cordon. It's really funny!</p>

From Mr Puttick, Head of Year 11	From Mr Tamale, Head of Sixth Form
<p data-bbox="91 220 1115 399">Due to COVID-19, the Year 11s time in school ended abruptly and much earlier than any of us anticipated, but we did manage a fantastic leavers assembly and some shirt signing prior to the school closing! We are working with the company producing the Year 11 leavers hoodies, and will try to have these with students as soon as possible. Watch this space!</p> <p data-bbox="91 438 1115 617">Whilst we await guidance from the government over exactly how GCSE grades will be decided, Year 11 need to keep all of their class work and notes safe - particularly extended writing and answers to practice exam questions, which may be required by the exam board as evidence of the level they were working at.</p> <p data-bbox="91 657 1115 868">This is a great time for Year 11 to begin reading around the courses they are hoping to study next year, either in EPCS6 or at college. If they need suggestions for reading to help them get ready for their next step, they are welcome to email their subject teachers. A-Level teachers will shortly be producing transition work for Year 11 students to complete to get them ready for beginning Year 12. Please look out for this soon after the Easter break.</p> <p data-bbox="91 908 1115 1086">If any Year 11 students require references or have any questions about their next steps, then they are welcome to email me and I will get back to them as soon as I can. Don't forget to look after your loved ones, stay safe, stay healthy and have a thought to those working to save lives and those who are vulnerable.</p>	<p data-bbox="1115 220 2148 327">I hope you're keeping well and staying positive during this bizarre set of circumstances. Who would've guessed the academic year for Year 13 would be ending in this way?</p> <p data-bbox="1115 367 2148 507">It was a shame that Year 13s' final weeks in school were cut short so abruptly and some students couldn't be there for our leavers assembly due to self-isolating. We will however invite everyone back to celebrate their time in sixth form properly when it is appropriate.</p> <p data-bbox="1115 547 2148 794">Regarding results, we await further guidance from the government regarding the grades, but for now we know that a grade will be reached from a combination of things including teacher predictions. With that, it has been really inspiring to see so many of our Year 13s continue to work hard to finish their courses, submitting coursework and sending in essays for teachers to give feedback before they go off to universities and apprenticeships next year.</p> <p data-bbox="1115 834 2148 975">The Year 12s are also continuing with their Level 3 courses and despite the disruption to normal lessons, it is important that they use their textbooks and all of their resources to stay on top of the course content. We look forward to seeing them again when schools are reopened.</p> <p data-bbox="1115 1015 2148 1230">Those in Year 11, if you've already applied, then rest assured that a place in EPCS6 is reserved for you. If you have not yet applied but are considering it, then please download an application form from the school website and return it to me as soon as possible. I know many of you are concerned about the gap between GCSE and A Levels, I will shortly be sharing with you all the bridging booklets to help you prepare for your Level 3 courses next year.</p> <p data-bbox="1115 1270 2148 1377">In the meantime, thank you all to all sixth form students for their hard work - some examples have been copied below. We look forward to welcoming you all back soon.</p>

Examples of excellent home learning being produced by our fantastic students (well done to you all!)

Top tips for students working at home during COVID-19

By **Katrina S, Year 9**

1. keep your school routine as it was; stick to your time table
2. take two breaks during the time that you are working
3. keep hydrated, keep making sure that you have always got a drink
4. work from 9 till 3 and any work that you do not complete, do it as homework
5. make a to do list before you start working and tick things off during your day
6. keep in contact with you friends and family, don't shut yourself away
7. ask your friends before your teachers just like you would in class
8. turn off your news alert notifications and limit how much of the news you watch
9. have a structured daily routine
10. make sure to have time to stay away from a screen
11. go outside as regularly as you can even for a walk around the back garden
12. don't just sit in bed all day
13. make sure you are working because you don't want to be the one person in class that is so far behind when they didn't do their work
14. it is not a holiday
15. don't get too distracted
16. if something isn't working go away make a drink and then come back to it with a fresher mind
17. you can have music on in the background but not so loud that you stop working
18. spend time with the people in your household
19. the weekend is your time off so don't do school work , do something you enjoy
20. don't forget that we are all in the same situation you are not on your own

Extracts from Science work on the PH Scale

By **Hollie H, Year 8**

The PH scale

Cut down

The red

The red end of the PH scale mean acid.so if you do an experiment with acid then of course it will be red which means there is acid

There is the different types of red.the dark which means really acidic then the lighter red which means not as acidic.

The orange

The orange means that it is not really acidic but still has acid in it.so if you do an experiment and and it turns orange than it means there is a bit of acid in it.

There is a different shade of orange the dark which means there is a bit less than the light red.then there is a light orange which has got less than the darker orange.

Berry Crumble
Cooked by **Kyle W, Year 9**



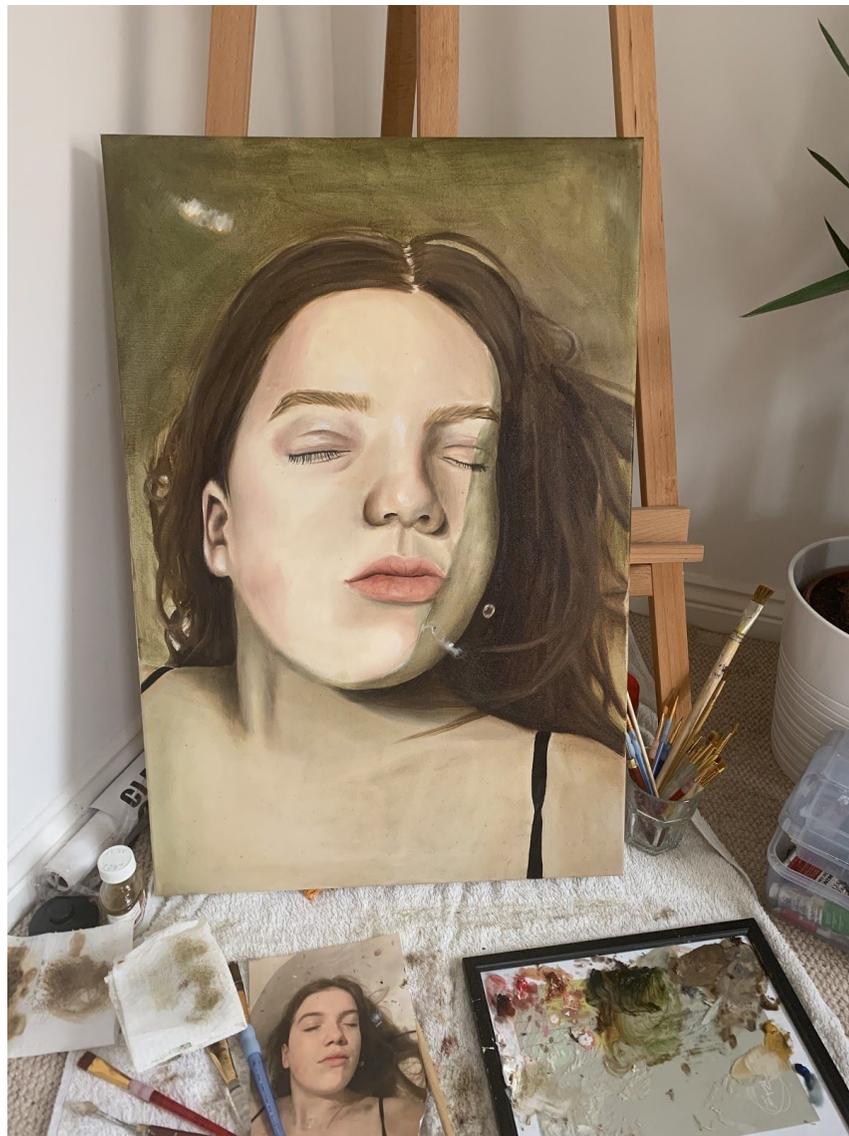
Extract from my coronavirus diary
By **Millie K, Year 9**

Friday 20/3/2020 17:44

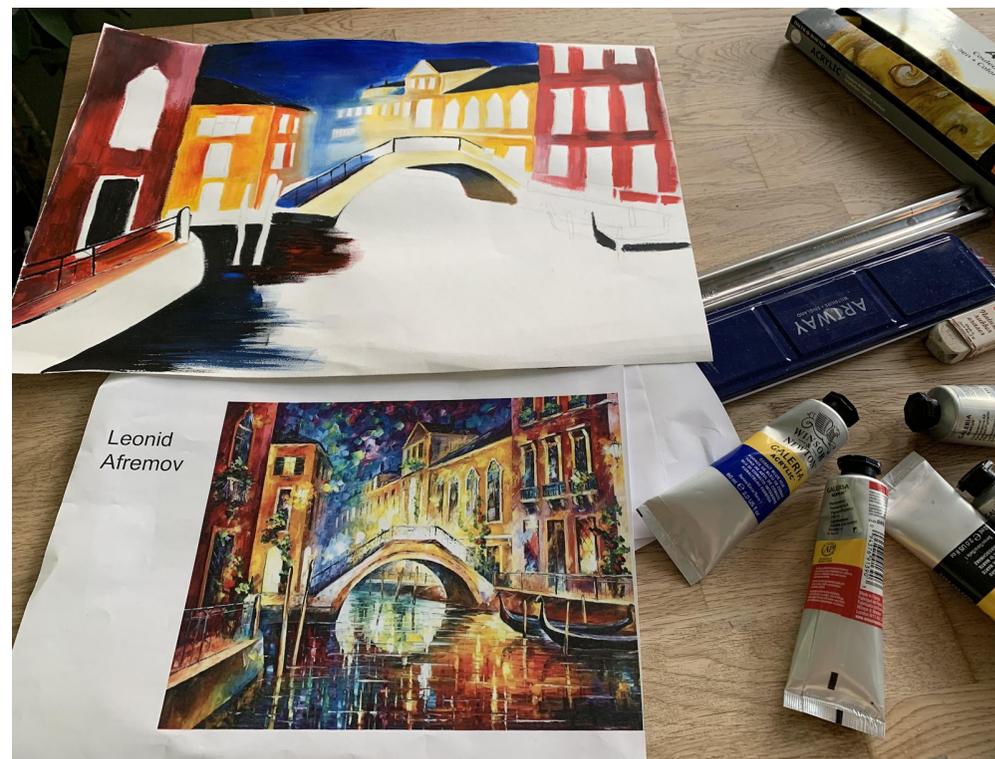
Today is the first day of many. And by this I mean sitting on my bed writing my daily news and listening to the news while I do this. I sit here listening to the news about how a little cold and flu is spreading and killing so many people. It has become so bad and dangerous that even schools are closed and this is my first day in isolation. I now have to start learning at home and teaching myself. Even year 11s don't get to sit their GCSEs! The prime minister has said that we might not get to be back to school until September which is when I'm meant to be going into year 10 which is crazy really. It may sound like fun not having to go to school for so long but if I'm honest, I'm worried it is going to be boring. You can't even go and see your friends! They just said that Britain could be worse than Italy and it's so bad over there and I can't lie, I'm feeling really quite scared. They want us to cut off most contact and we have to keep 2 meters apart from people. This seems like it's going to be really hard! I feel like at first everyone was joking about it but now they are saying we are going to lose loved ones. I believe the only way we are going to get through this is if we work as a country and help the people who are most vulnerable. The most vulnerable are old people over 70 and very young children but anyone can catch it. Everyone is stocking up on food which is not good as there is no food left for everyone else. Especially toilet roll - but last time I checked coronavirus does not make you poop yourself so I don't really understand what this is all about! Well I have no more to say about this for today but if anything comes up, I will write again. See you tomorrow!

Millie x

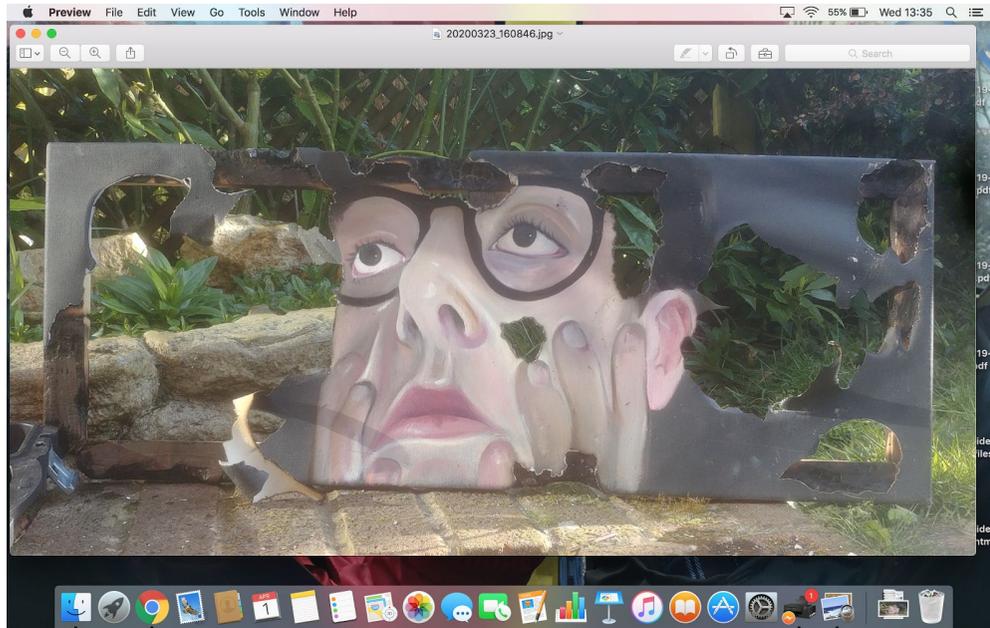
Art Personal Investigation on the theme of Light and Day
By **Sophie M-D, Year 12**



Artist copies, part of Year 10 Art Coursework
By **Kirsten B, Year 10**



A-Level Art Personal Investigation
By **Luize R**, Year 13



Academic Poster on the changing language of women in power over time, as part of A-Level English Language coursework
By **Vlad B**, Year 13

An investigation into the changing language of women in power in positions of power

INTRODUCTION

My decision to investigate this field stemmed from my curiosity as to how the language used by women has progressed as an impact of the change of rights and opportunities offered to women. My investigation explores how Emmeline Pankhurst's "Freedom Or Death" (1913) asserts power and represents women's voices in comparison to Halsey's "Inconvenient Woman" (2018). Those are two very powerful speeches in differing ways, both written and delivered by influential figures for the time they live in.

METHODOLOGY

I transcribed the modern speech using videos online and found Pankhurst's full speech online and only took the concluding extract. I considered three language levels to highlight the differences and similarities between the speeches:

- >lexis & grammar
- >pragmatics
- >discourse & structure

GRAMMAR

Modal verbs:

The results shown in the bar chart indicate that Pankhurst's speech addresses the audiences mostly through verb phrases "you must" and "they must" to create a sense of obligation and duty within the audiences. Halsey, on the other hand used a combination of modal verbs "will"/"won't", "can"/"can't" and "must" to promote the denial of double standards and the rebellion against female silence in modern day as the deontic modality was used from the male voice in her speech to enhance the gender role reversal.

STRUCTURE

My findings show that "Inconvenient Woman" adopts a more structured approach than "Freedom or Death". Halsey breaks her speech into two sections, and we get to hear different anecdotes from the perspective of women who have been a victim of forced submission. Each section is developed to a similar degree in order to highlight its importance; by breaking it down (see bar chart) the speaker projects her ideas more clearly.

PERSUASIVE FEATURES

Pankhurst and Halsey both make a clear separation in their attitudes towards men and women, using aggressive lexis and pronouns to depict men as evil. Halsey uses aggressive lexis in the form of direct speech coming from a man "If you can't be. You won't, you're crying...". Like Pankhurst she uses two adjacent sentences to persuade the audience, explored by Martin Joos (1962) and relies on the effective use of pronouns, particularly the second person pronoun "you" and first person pronoun "me" to reinforce the direct address and allow for the orator-audience relationship to be built due to the intimate level of formality in using second person. (see pie chart)

CONCLUSION:

The language of women in power has inevitably changed over time. Halsey is consistently more politically correct and considerate of the audience and the viewers from home, where Pankhurst is forceful and imperative. Although both use similar constructions, Halsey's speech excels in terms of structure. The differences in the use of modal verbs and pronouns highlight Halsey's speech poem as more sophisticated, and the use of aggressive persuasive features show Pankhurst to be less polite.

Modal Verb	Halsey	Pankhurst
can't	High	Low
will	Low	High
won't	High	Low
must	Low	High

Pronoun	Frequency
you	High
me	High
she	Low
he	Low
it	Low
we	Low
us	Low
they	Low

Pronoun	Percentage
you	33%
me	33%
she	17%
he	17%

History work on Franz Ferdinand, and triggers for World War I
By **Keona W, Year 8**

HEIR TO AUSTRIAN THRONE ASSASSINATED;
WIFE BY HIS SIDE ALSO SHOT TO DEATH;
EARLIER ATTEMPT ON THEIR LIVES FAILED



Sophie, Duchess of Hohenberg, was the wife of Archduke Franz Ferdinand of Austria, the heir to the Austro-Hungarian throne. Their assassination in Sarajevo sparked a series of events that eventually led to World War I. Archduke Franz Ferdinand Carl Ludwig Joseph Maria of Austria was the heir presumptive to the throne of Austria-Hungary.

The archduke traveled to Sarajevo in June 1914 to inspect the imperial armed forces in Bosnia and Herzegovina, annexed by Austria-Hungary in 1908. The archduke traveled to Sarajevo in June 1914 to inspect the imperial armed forces in Bosnia and Herzegovina, annexed by Austria-Hungary in 1908. The annexation had angered Serbian nationalists, who believed the territories should be part of Serbia. A group of young nationalists hatched a plot to kill the archduke during his visit to Sarajevo, and after some missteps, 19-year-old Gavrilo Princip was able to shoot the royal couple at point-blank range, while they traveled in their official procession, killing both almost instantly.

An extract from a practice A-Level Psychology exam question, looking at social influence
By **Kate-Louise S, Year 13**

Read the item and then answer the question that follows

To psychology students were discussing the topic of social influence.

'I find it fascinating how some people are able to resist social influence,' said Jack. 'It must be the result of having a confident personality.'

'I disagree,' replied Sarah. 'I think resisting social influence depends much more on the presence of others.'

Discuss two explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above. (16 marks)

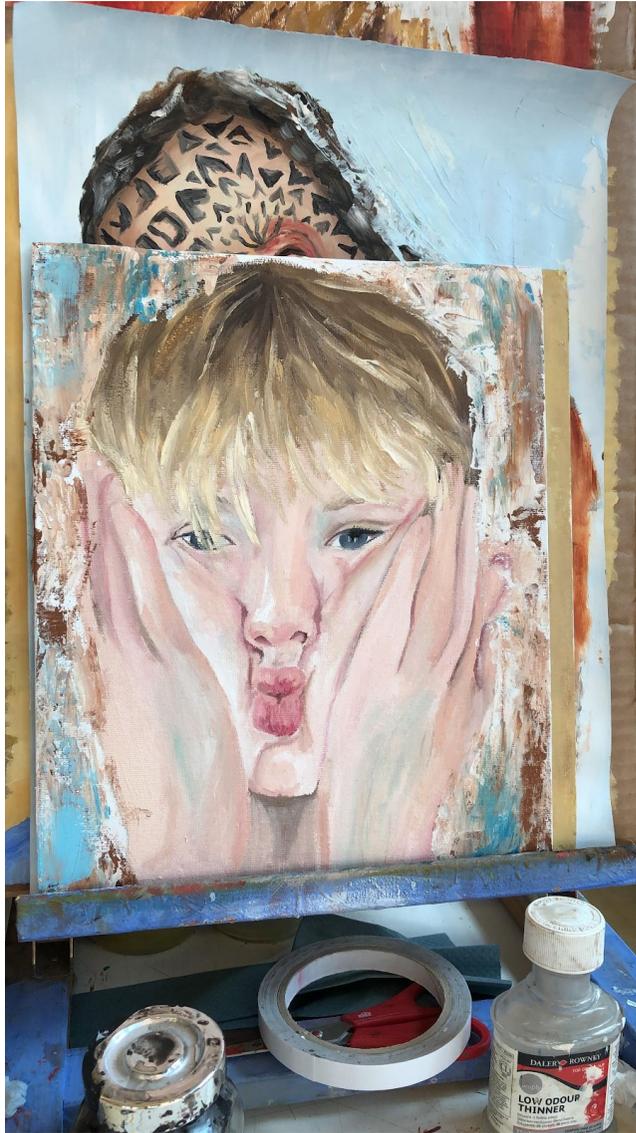
One explanation of resisting to social influence is social support. Within Asch's study of variables affecting conformity he found social support helps individuals to resist conformity pressure from the majority. Asch also found that social support from an ally reduces conformity from 33% to 5.5%. Social influence and resistant to obedience results in individuals being more confident if they find an ally willing to oppose the authority figure with them. Disobedient peers act as role models.

An example of this is from Milgram's study of situational variables affecting obedience.

Another explanation of resisting social influence is locus of control. Jack believes in the internal locus of control, this is because Jack referred to resisting social influence due to personality. Internal locus of control is when an individual, like Jack, believes that individual is responsible for their own behaviour rather than external influences. Individuals who believe this will have independence and less reliance on the opinions.

However, people like Sarah believe in external locus of control, this is because Sarah referred to resisting social influence as being due to the presence of others. External locus of control is when individuals, like Sarah, believe behaviour is caused by events outside their control. Individuals who believe this will have a more passive attitude and greater acceptance of the influence of others.

Art Coursework
By Lily-Rose, Year 12



The opening to a dystopian fantasy story
By Jack E, Year 8

Chapter 1-"The Edge of Dawn"

It has been such a long time since I was summoned into this unexplainable world to reach you. No need to hesitate, as I am Byleth and I have not forgotten the purpose of life. The sword that I wield empowers me to serve you, so we can move on inextricably. But I have no regrets for my cause. I'm your partner and you're my partner. With you by my side and with the 'Sword Of The Creator' in hand, I know that we can strike down our enemies and make a path that will lead us to victory!

Ever since my existence my allies have been referring to me as the 'Enlightened One'. Now with my Father struck down and the monastery seized, I will no longer be a teacher at Garreg Mach and I will go back to being a mercenary; in fact now I have a regretful thought that seems to keep on growing inside of me! It was Edelgard who entrusted me with the Crest Of Flames. Now I no longer fight and the Crests are to blame. With the Emblem obliterated, heaven and earth are no longer one, but now the earth is gone and we are tearing through the heavens like a battle in the blue skies!

To this day, I am still with you. I never expected to stand beside you for this long. In truth, I was more than willing to give my life to you. I am Grateful to you. I will protect you no matter the cost but eventually it will come to the day, where I will no longer be around and you will not have a hero anymore. Forget about men like me and live in happiness and harmony. That is my hope for you, friend!

Extract from English essay on Great Expectations
By **Joe C, Year 10**

How does Dickens create two contrasting characters in Joe Gargery and Mrs Joe?

Dickens creates two contrasting characters in Joe Gargery and Mrs Joe by placing them in a relationship wherein they are close to each other and have met affection to one another, presumably. Dickens' use of their relationship of husband and wife allows him to utilize the difference in their personality. Joe is a very kind-hearted and loving man whereas Mrs Joe is seen to be cruel and very violent to Pip and sometimes Joe - but she is most normally threatening to him instead.

Dickens also creates two contrasting characters in Joe and Mrs Joe by using Pip's retrospective narration theme in order for Pip to present his emotions and feelings towards the two retrospectively. This ensures the audience that the two have instilled a particular emotion in Pip so much so that he has remembered the feelings and emotions the two caused after at least 12 years, good or bad. Pip's remembrance of the two show that they have deeply affected his life to the point of him not forgetting their existence, especially Pip's sister who is rendered completely inactive and disabled after Orlick attacks her and subsequently paralyses her, ruining her life then ultimately and debatedly causing her death.

Pip's constant connection to Joe throughout Great Expectations, and Joe's feelings and emotions to Pip never changing and thus making Joe seem like a loving character, clearly shows how Dickens' wants to portray the differences and contrasts of Joe and Mrs Joe to the readers of Great Expectations.

Extract from English essay on An Inspector Calls
By **Evie W, Year 9**

Gerald, Eric, and 'alderman Meggarty' view women as sexual objects there for men to enjoy. How is Eva Smith/Daisy Renton a symbol of this objectification of women?
How does what happens to her prejudice the audience against viewing and treating women in this way?

Eva Smith is the symbol of the objectification of women by men because she was treated like an object by three men in An Inspector calls. It happened first when Alderman Meggarty was using her for his personal benefit at the palace bar, not considering how she felt, as we know from Gerald's story she looked uncomfortable and Gerald chose to become her 'fairy prince' and save her from him. Gerad ended up giving Eva Smith a place to stay for a few months and some money to keep her going though this wasn't because he actually cared. He would visit her over the weeks and eventually became his mistress. This would not have been that bad if he had not left her because she was in the way and did not want her anymore. He treats her like something he could just get rid of and forget about in seconds proving that he saw her as merely an object to make himself feel loved. Lastly we find that Eva went back to the palace bar, where she eventually found Eric who was drunk and forced himself upon her, she ended up getting pregnant, he tried to then pay her off with money. When this didn't work he tried to create a relationship and propose to her, she rejected him because she knew he didn't really love her, not long after ending her life with a strong disinfectant.

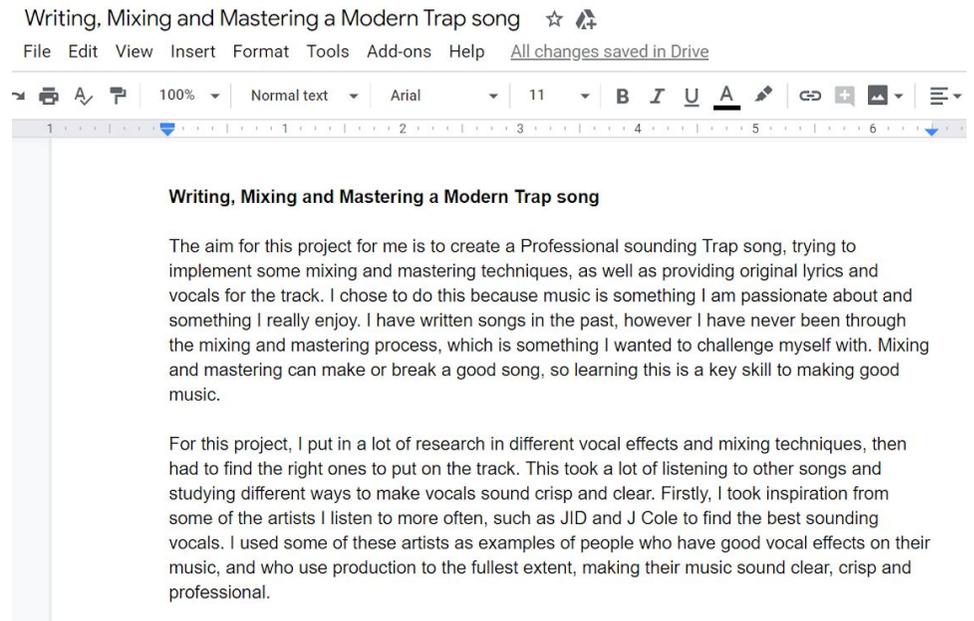
She died knowing that all the men in her life just wanted her for his own benefit. She felt like she was unwanted and no one could ever help her, she also didn't want her child to be objectified in the same way she was. The inspector tells us that there are plenty of Eva and John Smiths, plenty more objectified women and men that need help. Eva Smith ended as a symbol of how men treat women as objects of pleasure. The way she was treated makes the audience feel upset for her, it teaches them that this is not the way anyone should be treated.

Extract from History response on medicine in the twentieth century
By **Mason T, Year 9**

The 20th century produced such a plethora of discoveries and advances that in some ways the face of medicine changed out of all recognition. In 1901 in the united kingdom for instance, the life expectancy at birth, a primary indicator of the effect of health care on mortality but also reflecting the state of health education, housing, and nutrition was 48 years for males and 51.6 years for females. After steady increases, by the 1980s the life expectancy had reached 71.4 years for males and 77.2 years for females. Other industrialized countries showed similar dramatic increases. By the 21st century the outlook had been so altered that, with the exception of oft-fatal diseases such as certain types of cancer, attention was focused on morbidity rather than mortality, and the emphasis changed from keeping people alive to keeping them fit.

The rapid progress of medicine in this era was reinforced by enormous improvements in communication between scientists throughout the world. Through publications, conferences, and later computers and electronic media, they freely exchanged ideas and reported on their endeavours. No longer was it common for an individual to work in isolation. Although specialization increased, teamwork became the norm. It consequently has become more difficult to ascribe medical accomplishments to particular individuals.

Extract from Writing, Mixing and Mastering a Modern Trap Song (Part of Extended Project Qualification)
By **Billy O, Year 13**



The screenshot shows a Google Docs interface. The title bar reads "Writing, Mixing and Mastering a Modern Trap song" with a star icon and a refresh icon. The menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help", with a status indicator "All changes saved in Drive". The toolbar shows various editing tools, a font size of 11, and a font style of "Normal text" in "Arial". The document content is as follows:

Writing, Mixing and Mastering a Modern Trap song

The aim for this project for me is to create a Professional sounding Trap song, trying to implement some mixing and mastering techniques, as well as providing original lyrics and vocals for the track. I chose to do this because music is something I am passionate about and something I really enjoy. I have written songs in the past, however I have never been through the mixing and mastering process, which is something I wanted to challenge myself with. Mixing and mastering can make or break a good song, so learning this is a key skill to making good music.

For this project, I put in a lot of research in different vocal effects and mixing techniques, then had to find the right ones to put on the track. This took a lot of listening to other songs and studying different ways to make vocals sound crisp and clear. Firstly, I took inspiration from some of the artists I listen to more often, such as JID and J Cole to find the best sounding vocals. I used some of these artists as examples of people who have good vocal effects on their music, and who use production to the fullest extent, making their music sound clear, crisp and professional.

Extract from an English Literature essay, comparing 'A Doll's House' and 'A Thousand Splendid Suns'.

By Freya S, Year 13

Compare and contrast the presentation of Nora in 'A Doll's House' by Henrik Ibsen and Mariam in 'A Thousand Splendid Suns' by Khaled Hosseini.

To what extent can society be blamed for the demise of the female protagonist?

Henrik Ibsen's 1879 play 'A Doll's House' and Khaled Hosseini's 2007 novel 'A Thousand Splendid Suns', could be said to focus on the same underlying issues and concepts, although presented in vastly conflicting forms as well as dissimilar time periods. Across both literary pieces the female protagonists are confronted by a plethora of difficulties that can be interpreted as both disempowering them and rendering them susceptible to male dominance and manipulation. It can be stated that the social inequalities faced by women left them at the mercy of male manipulation which was ubiquitous during both time periods, however it can be argued that to some extent the female protagonists did not help in the creation of their fate.

It is undeniable that both literary works are heavily reliant on the social conventions of the time in which they are set. Ibsen's 'A Doll's House', a late nineteenth century Norwegian play, tackles the once widely accepted ideal of the subservient housewife, whose defining character traits were her maternal skills, as well as female naivety due to the lack of an education. These themes are not unmatched in Hosseini's 'A Thousand Splendid Suns' as the multi-generational novel depicts the ongoing social and political conflicts in Afghanistan between the 1960s and early two thousands.

Extract from an English Language A Level presentation on the main features of the Glaswegian dialect.

By Anders H, Year 12

Grammatical Features - Glaswegian Dialects

The following is an overview of Scots Dialect, due to a lack of resources focused on Glaswegian grammatical features in particular:

In Scots, negatives are formed by adding *-nae* or *-na* to auxiliary verbs.

In questions, Scots forms negatives with *no*. In North Eastern Scots, *nae* would be used. This is the same when forming contractions.

In Scots, present participles are formed by adding *-in*. In verbs that end in *-le*, the ending is *-lin*.

The past tense of weak verbs is formed in Scots by adding *-it* or *-t*. In verbs that end in *-le*, the ending is *-elt*.

Scots strong verbs change their vowels to form the past tense.

Scots uses three different demonstrative pronouns, depending on how far away the thing being 'pointed at' is.

Some Scots nouns have distinctive, irregular plurals. Examples are: *coo* > *kye*; *ee* > *een*; *shae* > *shuin* or *sheen*. Most

Scots nouns have plurals formed by adding an 's', as in English.

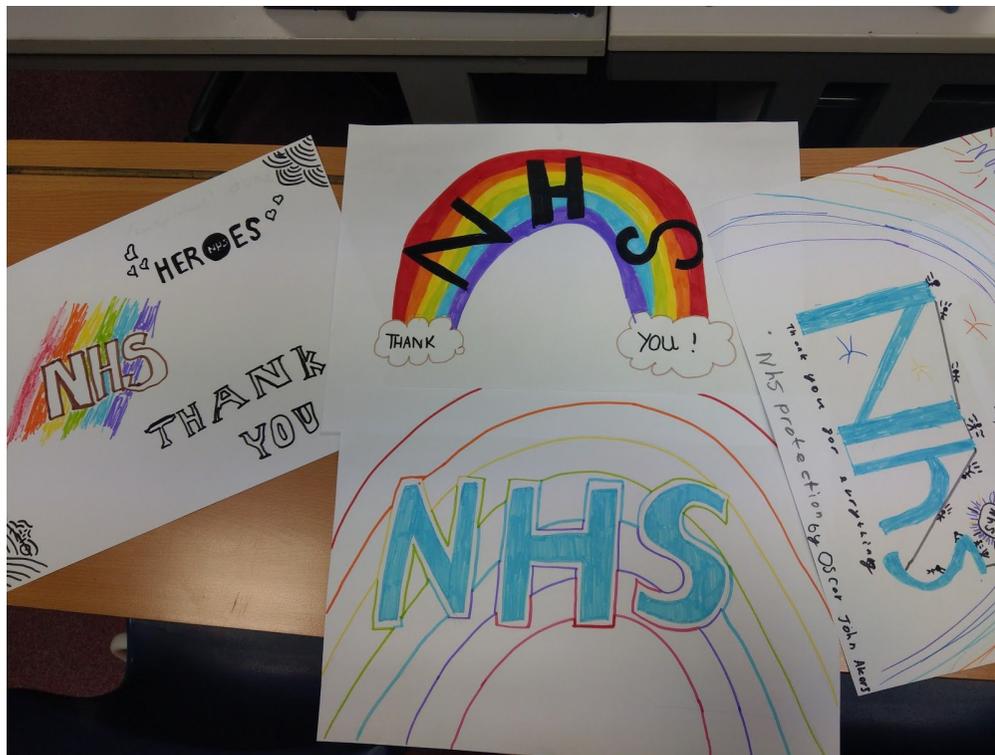
Scots uses the definite article and possessive pronouns in distinctive ways. The definite article is *the* (*da* in Shetland, *e* in Caithness). Personal pronouns are words used as substitutes for the pronouns *I* (*A Ah*), *you* (*ye, du, thou*), *he, she, it* (*hit, we* or *they* (*dey, dir*)), which are themselves used as substitutes for nouns.

In some areas of Scotland, Scots uses double modals.

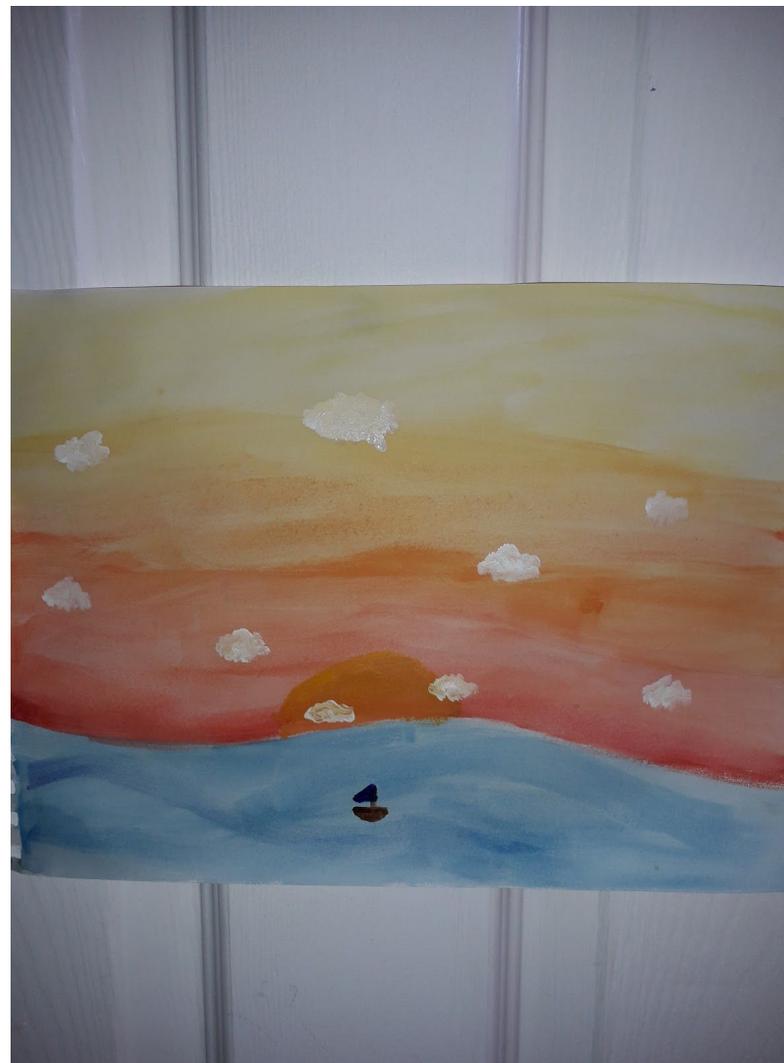
Some Scots words make use of the fricative sounds [x] and [hw]. For example *broch, loch, dicht, fecht, wheech, whumme*.

Linguists call this *ch* sound a *voiceless velar fricative*.

Rainbows, thanking NHS key workers
By various Year 7 students



Art work on the theme of water
By Charlotte M, Year 7



Take care, stay safe and look after one another at this challenging time.

From everyone at Easthampstead Park Community School.

