



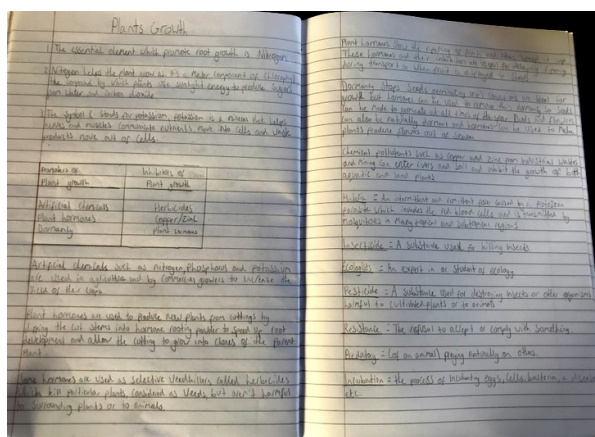
# Celebrating Success at Keith Grammar School Issue No. 2



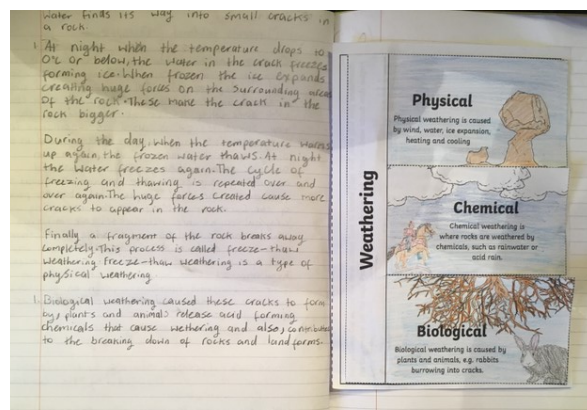
## Message from the rector...

Welcome to the second edition of our Celebration of Success newsletter. From recognition in subjects such as English and Modern Studies, to evidence of their work in Science, Art and Design, Modern Languages and Design and Technology our young people have so much to be proud of. The quality of work presented in this newsletter demonstrates the range of talents our young people have and it is incredible to share this and applaud their efforts. The detail in their work is fantastic and it is especially fitting their achievements are shared with our parents, families and wider community.

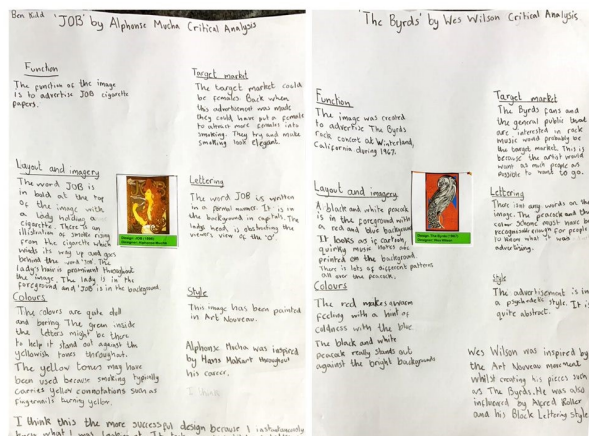
We are immensely proud of their continued achievements particularly at this difficult time in their education and we are looking forward to sharing the next examples of work in the next issue.



Lucy Mark



Caitlyn Bayliss



Ben Kidd



Lewie McKenzie

Orla Innes S2 Art



Fynn Chapman

Algebra Card Sort

Match each of the algebraic expressions with a statement on the right.  
Four of the expressions do not have a partner - write your own statement.  
Two of the statements do not have a partner. Write your own algebraic expression.

1	$n + 6$	2	$4$	3	$11$	4	$3n^2$
5	$2n + 12$	6	$7$	7	$1$	8	$2n + 6$
9	$2(n + 3)$	10	$5$	9	$\frac{n}{2}$	11	$6 \cdot 8$
12	$(3n)^2$	13	$2$	12	$(n + 6)^2$	14	$6$
15	$n^2 + 12n + 36$	16	$\frac{n}{2} + 3$	17	$\frac{n}{2}$	18	$3$
19	$n^2 + 6$	20	$9$	21	$n^2 + 6^2$	22	$2(n + 6)$
23	$3$	24	$2(n + 6)$	25	$10$	26	$9(n^2)$

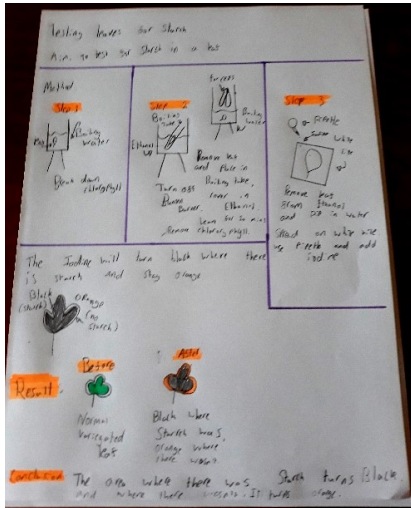
1	Multiply $n$ by two, then add six.	2	Multiply $n$ by three, then square the answer.
3	Add six to $n$ , then multiply by two.	4	Add six to $n$ , then divide by two.
5	Add three to $n$ , then multiply by two.	6	Add six to $n$ , then square the answer.
7	Multiply $n$ by two, then add twelve.	8	Divide $n$ by two, then add six.
9	Square $n$ , then add six.	10	Square $n$ , then multiply by nine.
11	Square $n$ and multiply by 3.	12	Square $n$ , add $n$ multiplied by 12 and add 36.
13	Divide $n$ by 2 and add 3.	14	Square $n$ and add to 6 squares.

Chloe McWilliam S2 Art

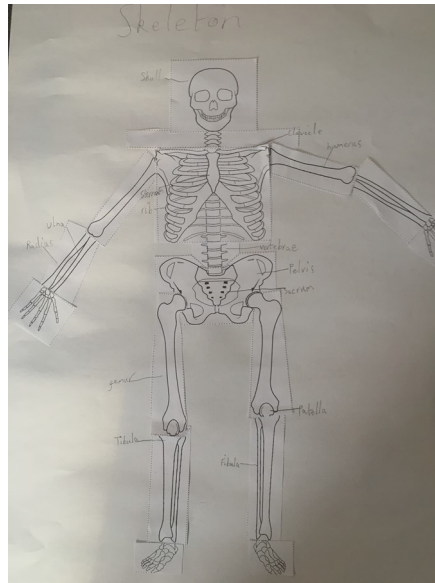




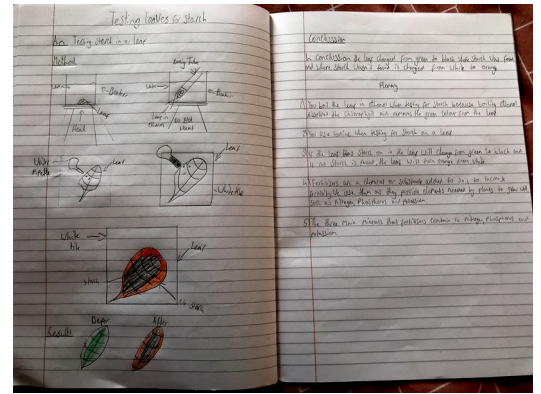
## Science Department



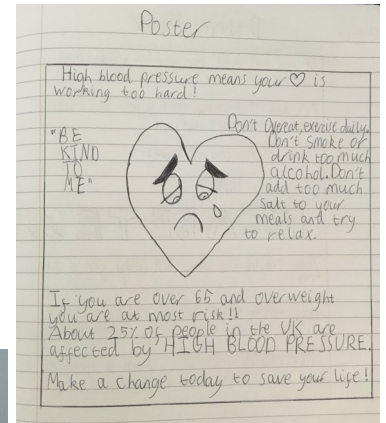
Fynn Chapman



Leila Shand



Lucy Mark



James Carey

## S2 and S3 Artwork



Eirin Macfarlane



Ben Fettes



Jessica Morrison



Kody Morrison



Lilly Dunbar



Megan Riach



Ben Kidd

Abbie Kellas

## Week 3 – critical analysis

Design: JOB (1896)  
Designer: Alphonse Mucha



The lady is holding cigarette which gives us an idea of the target audience for this poster. It is apparent that it is aimed towards adults or people who smoke. It pictures a lady as the main attraction of the poster who has her head leaning back looking down at the cigarette. Mucha is known for painting women and giving them feminine beauty such as the exaggerated swirling hair in this poster. The smoke from the lit cigarette directs up and intertwines with the logo. The purple background gives a classy and rich sort of look to appeal to the audience. The lady has a bright hairpiece in with red in it which catches your eye and leads you to the logo. The lettering is clear and easy to read, the o has been placed strategically behind the woman's head but is still able to be seen. This was made as an advert and the artist has used the lady to attract the audience.

Design: The Byrds (1967)  
Designer: Wes Wilson



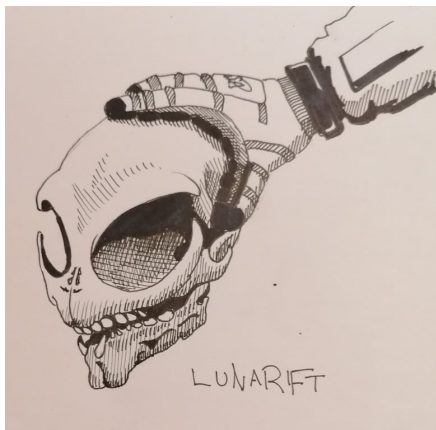
This artists use bold colours, unique images and swirling typography that looks like it's melting and can be difficult to read. He does this to attract people attention and draw their eyes to his pieces. He has done multiple posters like this one. The bright red and blue colours make the black and white bird stand out in the middle. The bird has a lot of different designs on it which draws your eyes to it to look closely at all the different parts. This piece was created for the American band who was popular in the mid-60s. There is no letters in this but the bird signifies what it is for without saying anything. The target market for the design would be people who enjoyed listening to the Byrds or were fans of them. This was clearly inspired by the band.

I personally think that the cigarette advert would have been more successful because it is clearer what it is for. The lady in the middle holding the cigarette immediately gives you an idea of what is being advertised and the logo in the back tells you what brand. It is appropriate for the audience it is aimed at and if someone saw it who smoked, I think they would stop and look at it.



## Design and Technology

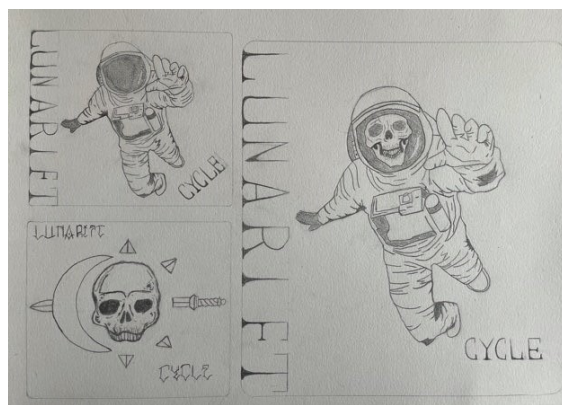
This week's task for N5 and Higher Graphics was based around a band called 'lunarift'. Students were tasked with designing a new album cover for them based around their band and images associated with it. A member of the band called Christi-Du-Toit reached out to students asking them to come up with new artwork for his album called 'Cycles'. Based on moon cycles and imagery related to tattoo art.



Callum Ross



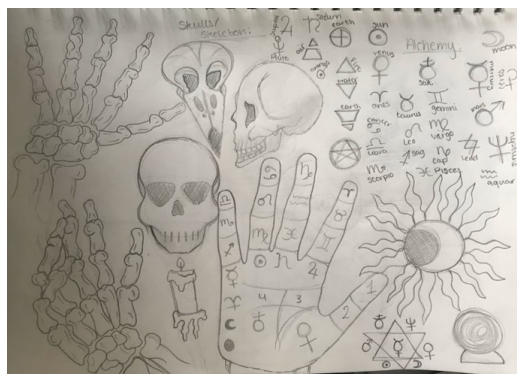
Gregor Clark



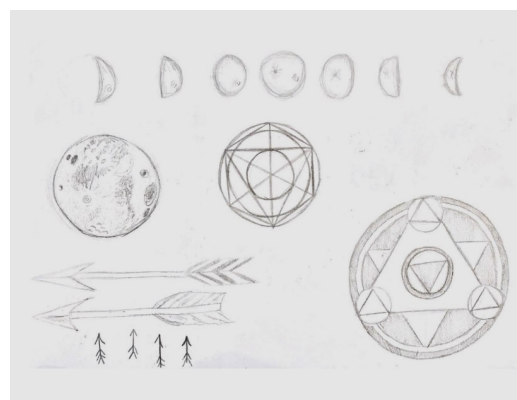
Siobhan Donnison



Rhea Burgess



Nalize Van Straaten



## English Department

Mrs Bain's English Superstars come in 2 categories: total legends and most improved.

### Total Legends

I have 8 pupils who have consistently tried everything which has been set for them in lockdown and I am just delighted with their effort, commitment, motivation and hard work! Well done to you all!

Connor Kearney

Caitlyn Lambert

Ellie-Mae McIntosh

Dustin Mitchell

Lana O'Brien

Beth Pirie

Ellie Rennie

Isaac Steele



### Most improved

I am also happy to say that Kaiden Gray, Kane McMichael and Jack Kemp have made huge improvements in their work. Well done guys!

Well done to Aiden Johnston for getting a good score in his RUAE for N4 English recently. It's great to see improvements in work and effort despite lockdown. Mrs Bain

## **Well done to:**

Lewis Bayliss

Lauren Innes

Ryan Gerrie

Skye Betts

Keira Forrest

Ellen Lague

Al Shand

Rhys Lelej

Arran Willoughby

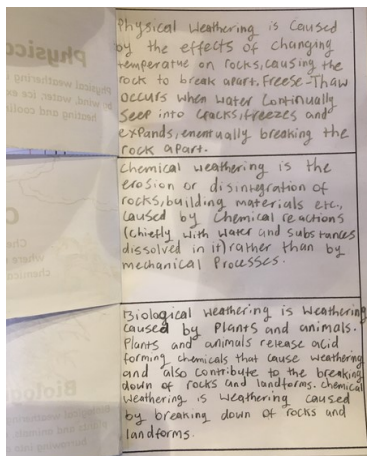


**for the time and effort they have put  
into their English work!**

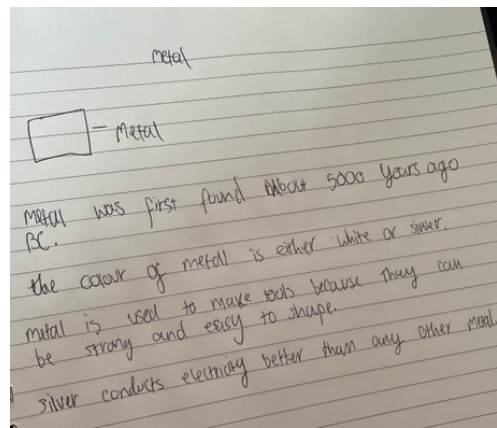
**Well done Mrs Bothom's class!**



## Science Department



Caitlyn Bayliss



Jamie Macdonald

Starter

1. Nitrogen is the essential element which promotes root growth.
2. Nitrogen keeps the plant growing healthily, and produces amino acids for the plant to live
3. K stands for Potassium, and potassium also keeps the plant alive, and helps it grow bigger and faster. It is in most fertilisers.

Promoters of Plant Growth	Inhibitors of Plant Growth
Artificial Chemicals such as Potassium and Nitrogen are used as Fertilisers.	Some chemicals speed up ripening while others slow it down. This useful for when foods are being imported/exported.
The roots of Plants are dipped into Hormone Rooting Powder, to grow clones of the parent plant.	Dormancy stops seeds germinating until it is the ideal time to grow. However, Herbicides can remove the dormancy, so the plants grow at any time of year.
Some Herbicides kill certain plants, without hurting other animals or plants around them.	Chemical Pollutants such as copper and zinc can leave industrial wastes and mines and flow into land and oceans/ rivers, and be harmful to plants, animals and even humans.

1. Malaria - A mosquito-borne disease.
2. Insecticide - chemicals sprayed to remove insects and kill them.
3. Ecologists - Scientists who work in the field of study to do with the environment.
4. Pesticide - Chemicals sprayed to remove and kill pests, such as fungi, and rodents.
5. Resistance - Defence against something, such as viruses/chemicals
6. Predatory - Something that hunts, such as Birds of Prey, Carnivores etc.
7. Incubation - The act of keeping something unborn alive, such as an egg.
8. Bioaccumulation - Something biological gathering inside of an organism, such as chemicals.

The ospreys had high DDT levels in their tissues due to bioaccumulation. When the birds ate the fish, the DDT in the fish, which had been passed on through the food chain, was absorbed by the bird.

Fynn Chapman

$$\begin{array}{l} 3(x+2) = -30 \\ 18x + 6 = -30 \\ 18x = -36 \\ x = -2 \end{array}$$

$$\begin{array}{l} 4(2x+1) = 40 \\ 8x + 4 = 40 \\ 8x = 36 \\ x = 4.5 \end{array}$$

$$\begin{array}{l} 4(3x+2) = 14 \\ 12x + 8 = 14 \\ 12x = -6 \\ x = -0.5 \end{array}$$

$$\begin{array}{l} 5(2x-1) = 2 \\ 10x - 5 = 2 \\ 10x = 7 \\ x = 0.7 \end{array}$$

$$\begin{array}{l} 2(x-5) = -2 \\ 2x - 10 = -2 \\ 2x = 8 \\ x = 4 \end{array}$$

$$\begin{array}{l} 2(2x-3) = 22 \\ 4x - 6 = 22 \\ 4x = 28 \\ x = 7 \end{array}$$

$$\begin{array}{l} 4(2x-2) = 20 \\ 8x - 8 = 20 \\ 8x = 28 \\ x = 3.5 \end{array}$$

$$\begin{array}{l} 4(3x-2) = 6 \\ 12x - 8 = 6 \\ 12x = 14 \\ x = 1.16 \end{array}$$

$$\begin{array}{l} 2(x+3) = 10 \\ 2x + 6 = 10 \\ 2x = 4 \\ x = 2 \end{array}$$

$$\begin{array}{l} 2(10x+5) = 14 \\ 20x + 10 = 14 \\ 20x = -4 \\ x = -0.2 \end{array}$$

$$\begin{array}{l} 3(x-2) = -51 \\ 3x - 6 = -51 \\ 3x = -45 \\ x = -15 \end{array}$$

$$\begin{array}{l} 3(2x+5) = 12 \\ 6x + 15 = 12 \\ 6x = -3 \\ x = -0.5 \end{array}$$

Dylan Robertson

Algebra Card Sort

Match each of the algebraic expressions with a statement on the right.  
Four of the expressions do not have a partner - write your own statement.  
Two of the statements do not have a partner. Write your own algebraic expression.

1. $\frac{n+6}{2}$	4. $11$	3. $3n^2$
2. $2n + 12$	7. $1$	2. $2n + 6$
3. $2(n+3)$	5. $5$	6. $\frac{n}{2} + 6$
4. $(3n)^2$	2. $2$	6. $(n+6)^2$
5. $n^2 + 12n + 36$	13. $\frac{n}{2} + 3$	
6. $n^2 + 6$	9. $9$	14. $n^2 + 6^2$
7. $2(n+6)$	10. $9(n^2)$	
8. Multiply $n$ by two, then add six.	1. $1$	
9. Add six to $n$ , then multiply by two.	3. $3$	
10. Add three to $n$ , then multiply by two.	5. $5$	
11. Multiply $n$ by two, then add twelve.	7. $7$	
12. Square $n$ , then add six.	9. $9$	
13. Square $n$ , then multiply by nine.	10. $10$	
14. Square $n$ , add $n$ , multiplied by 12 and add 36.	11. $11$	
15. Square $n$ and divide $n$ by 2 and add 3.	13. $13$	
16. Divide $n$ by 2 and add 3.	14. $14$	

Fynn Chapman

## Maths Department

$$\begin{array}{l} 2(3(x+1)+2) \\ 6x+6+4 \\ 6x+10=16 \\ 6x=6 \\ x=1 \end{array}$$

$$\begin{array}{l} 2(6(x-5)+x+10) \\ 12x-30+x+20 \\ 13x-10=10 \\ 13x=20 \\ x=1.54 \end{array}$$

$$\begin{array}{l} 3(4(2x+1)-x-6-2) \\ 12x+4-x-6-2 \\ 11x-4=10 \\ 11x=14 \\ x=1.27 \end{array}$$

$$\begin{array}{l} 2(2x+3)=16 \\ 4x+6=16 \\ 4x=10 \\ x=2.5 \end{array}$$

$$\begin{array}{l} 2(5(x+6)=15 \\ 10x+30=15 \\ 10x=-15 \\ x=-1.5 \end{array}$$

$$\begin{array}{l} 3(4(2x-2)=40 \\ 12x-8=40 \\ 12x=48 \\ x=4 \end{array}$$

$$\begin{array}{l} 4(1(5(x-2)=12 \\ 4x-8=12 \\ 4x=20 \\ x=5 \end{array}$$

$$\begin{array}{l} 5(2(x+3)=14 \\ 10x+6=14 \\ 10x=8 \\ x=0.8 \end{array}$$

$$\begin{array}{l} 6(3(x+1)=24 \\ 18x+6=24 \\ 18x=18 \\ x=1 \end{array}$$

$$\begin{array}{l} 7(5(x+2)=10 \\ 35x+14=10 \\ 35x=-4 \\ x=-0.11 \end{array}$$

$$\begin{array}{l} 8(2(x+1)=24 \\ 16x+16=24 \\ 16x=8 \\ x=0.5 \end{array}$$

$$\begin{array}{l} 9(5(x+2)=14 \\ 45x+10=14 \\ 45x=-4 \\ x=-0.09 \end{array}$$

Abbie Kellas



Amy Noble

1. 7.94	Key 2.4 represents 24 points	2. 6.77	Key 2.4 represents 24 points	3. 4.69	Key 2.4 represents 24 points
4. 6.94	Key 2.4 represents 24 points	5. 1.14	Key 2.4 represents 24 points	6. 1.14	Key 2.4 represents 24 points
7. 1.14	Key 2.4 represents 24 points	8. 1.14	Key 2.4 represents 24 points	9. 1.14	Key 2.4 represents 24 points
10. 1.14	Key 2.4 represents 24 points	11. 1.14	Key 2.4 represents 24 points	12. 1.14	Key 2.4 represents 24 points
13. 1.14	Key 2.4 represents 24 points	14. 1.14	Key 2.4 represents 24 points	15. 1.14	Key 2.4 represents 24 points
16. 1.14	Key 2.4 represents 24 points	17. 1.14	Key 2.4 represents 24 points	18. 1.14	Key 2.4 represents 24 points
19. 1.14	Key 2.4 represents 24 points	20. 1.14	Key 2.4 represents 24 points	21. 1.14	Key 2.4 represents 24 points
22. 1.14	Key 2.4 represents 24 points	23. 1.14	Key 2.4 represents 24 points	24. 1.14	Key 2.4 represents 24 points
25. 1.14	Key 2.4 represents 24 points	26. 1.14	Key 2.4 represents 24 points	27. 1.14	Key 2.4 represents 24 points
28. 1.14	Key 2.4 represents 24 points	29. 1.14	Key 2.4 represents 24 points	30. 1.14	Key 2.4 represents 24 points
31. 1.14	Key 2.4 represents 24 points	32. 1.14	Key 2.4 represents 24 points	33. 1.14	Key 2.4 represents 24 points
34. 1.14	Key 2.4 represents 24 points	35. 1.14	Key 2.4 represents 24 points	36. 1.14	Key 2.4 represents 24 points
37. 1.14	Key 2.4 represents 24 points	38. 1.14	Key 2.4 represents 24 points	39. 1.14	Key 2.4 represents 24 points
40. 1.14	Key 2.4 represents 24 points	41. 1.14	Key 2.4 represents 24 points	42. 1.14	Key 2.4 represents 24 points
43. 1.14	Key 2.4 represents 24 points	44. 1.14	Key 2.4 represents 24 points	45. 1.14	Key 2.4 represents 24 points
46. 1.14	Key 2.4 represents 24 points	47. 1.14	Key 2.4 represents 24 points	48. 1.14	Key 2.4 represents 24 points
49. 1.14	Key 2.4 represents 24 points	50. 1.14	Key 2.4 represents 24 points	51. 1.14	Key 2.4 represents 24 points
52. 1.14	Key 2.4 represents 24 points	53. 1.14	Key 2.4 represents 24 points	54. 1.14	Key 2.4 represents 24 points
55. 1.14	Key 2.4 represents 24 points	56. 1.14	Key 2.4 represents 24 points	57. 1.14	Key 2.4 represents 24 points
58. 1.14	Key 2.4 represents 24 points	59. 1.14	Key 2.4 represents 24 points	60. 1.14	Key 2.4 represents 24 points
61. 1.14	Key 2.4 represents 24 points	62. 1.14	Key 2.4 represents 24 points	63. 1.14	Key 2.4 represents 24 points
64. 1.14	Key 2.4 represents 24 points	65. 1.14	Key 2.4 represents 24 points	66. 1.14	Key 2.4 represents 24 points
67. 1.14	Key 2.4 represents 24 points	68. 1.14	Key 2.4 represents 24 points	69. 1.14	Key 2.4 represents 24 points
70. 1.14	Key 2.4 represents 24 points	71. 1.14	Key 2.4 represents 24 points	72. 1.14	Key 2.4 represents 24 points
73. 1.14	Key 2.4 represents 24 points	74. 1.14	Key 2.4 represents 24 points	75. 1.14	Key 2.4 represents 24 points
76. 1.14	Key 2.4 represents 24 points	77. 1.14	Key 2.4 represents 24 points	78. 1.14	Key 2.4 represents 24 points
79. 1.14	Key 2.4 represents 24 points	80. 1.14	Key 2.4 represents 24 points	81. 1.14	Key 2.4 represents 24 points
82. 1.14	Key 2.4 represents 24 points	83. 1.14	Key 2.4 represents 24 points	84. 1.14	Key 2.4 represents 24 points
85. 1.14	Key 2.4 represents 24 points	86. 1.14	Key 2.4 represents 24 points	87. 1.14	Key 2.4 represents 24 points
88. 1.14	Key 2.4 represents 24 points	89. 1.14	Key 2.4 represents 24 points	90. 1.14	Key 2.4 represents 24 points
91. 1.14	Key 2.4 represents 24 points	92. 1.14	Key 2.4 represents 24 points	93. 1.14	Key 2.4 represents 24 points
94. 1.14	Key 2.4 represents 24 points	95. 1.14	Key 2.4 represents 24 points	96. 1.14	Key 2.4 represents 24 points
97. 1.14	Key 2.4 represents 24 points	98. 1.14	Key 2.4 represents 24 points	99. 1.14	Key 2.4 represents 24 points
100. 1.14	Key 2.4 represents 24 points	101. 1.14	Key 2.4 represents 24 points	102. 1.14	Key 2.4 represents 24 points
103. 1.14	Key 2.4 represents 24 points	104. 1.14	Key 2.4 represents 24 points	105. 1.14	Key 2.4 represents 24 points
106. 1.14	Key 2.4 represents 24 points	107. 1.14	Key 2.4 represents 24 points	108. 1.14	Key 2.4 represents 24 points
109. 1.14	Key 2.4 represents 24 points	110. 1.14	Key 2.4 represents 24 points	111. 1.14	Key 2.4 represents 24 points
112. 1.14	Key 2.4 represents 24 points	113. 1.14	Key 2.4 represents 24 points	114. 1.14	Key 2.4 represents 24 points
115. 1.14	Key 2.4 represents 24 points	116. 1.14	Key 2.4 represents 24 points	117. 1.14	Key 2.4 represents 24 points
118. 1.14	Key 2.4 represents 24 points	119. 1.14	Key 2.4 represents 24 points	120. 1.14	Key 2.4 represents 24 points
121. 1.14	Key 2.4 represents 24 points	122. 1.14	Key 2.4 represents 24 points	123. 1.14	Key 2.4 represents 24 points
124. 1.14	Key 2.4 represents 24 points	125. 1.14	Key 2.4 represents 24 points	126. 1.14	Key 2.4 represents 24 points
127. 1.14	Key 2.4 represents 24 points	128. 1.14	Key 2.4 represents 24 points	129. 1.14	Key 2.4 represents 24 points
130. 1.14	Key 2.4 represents 24 points	131. 1.14	Key 2.4 represents 24 points	132. 1.14	Key 2.4 represents 24 points
133. 1.14	Key 2.4 represents 24 points	134. 1.14	Key 2.4 represents 24 points	135. 1.14	Key 2.4 represents 24 points
136. 1.14	Key 2.4 represents 24 points	137. 1.14	Key 2.4 represents 24 points	138. 1.14	Key 2.4 represents 24 points
139. 1.14	Key 2.4 represents 24 points	140. 1.14	Key 2.4 represents 24 points	141. 1.14	Key 2.4 represents 24 points
142. 1.14	Key 2.4 represents 24 points	143. 1.14	Key 2.4 represents 24 points	144. 1.14	Key 2.4 represents 24 points
145. 1.14	Key 2.4 represents 24 points	146. 1.14	Key 2.4 represents 24 points	147. 1.14	Key 2.4 represents 24 points
148. 1.14	Key 2.4 represents 24 points	149. 1.14	Key 2.4 represents 24 points	150. 1.14	Key 2.4 represents 24 points

Kirsty Gray

Calculating the mean from a stem & leaf diagram	
0 1 2 3 4 5 6 7 8 9	
a- 4/3 7 5 9	4 3 5 9
5 0 2	5 0 2
6 1	6 1
mean = 50	mean = 50
b- 4/1 2 3 3	4 1 2 3 3
5 7 9	5 7 9
6 0	6 0
mean = 50	mean = 50
c- 4/0 2 3 3	4 0 2 3 3
5 1 7	5 1 7
6 9	6 9
mean = 50	mean = 50

## Modern Languages

**S1** - Delighted that S1 weekly submission rate for German is on average 70% of the cohort. Pupils are enjoying and engaging with lots of interactive activities on Quizlet, Blooket, Linguascope and TeacherMade to support them in their remote learning.

**S2** - A small selection of some of the excellent comic strips completed at the end of our sub-topic on Daily Routine. Well done Team S2 German!!

**S3** - Pupils have now completed a unit on Employability skills. A huge well done to Callum Goodall, Abbie Kellas, Ben Kidd, Erin McHardy, Kate Porter, Megan Riach, Al Shand, Darcey Skinner and Amy Thomson who have completed every piece of work since the start of January for this unit.

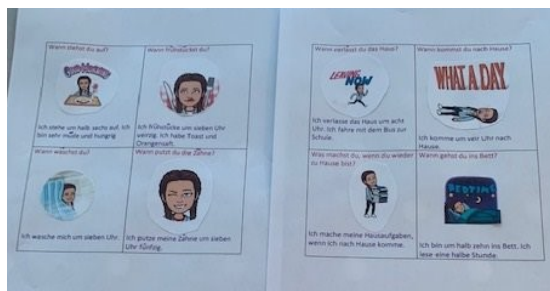
**Senior Phase** - A huge well done to the nine of the Higher German candidates (Georgia Dalgarno, Anna Grant, Gemma Gerrie, Cassie Findlay, Katie Dunbar, Findlay Omand, Duncan MacLure, Sophie Riddoch and Abi Young) who have regularly been taking part in live lessons focussing on the different language skills each week. Their dedication to their language studies is fantastic and they are making great progress in far from ideal circumstances.

Mrs Bayliss is also very proud of the work ethic of the vast majority of the N5 pupils who are submitting high quality evidence of their learning every week. Well done to Gavin Brown, Callum Dunbar, Lauren Gerrie, Hannah Innes, Ben Johnston, Jesse Lee, David Preston, Sarah Preston, Ellen Roger, Kari Runcie, Levi Taylor and Wiekus van Straaten. It is tough going keeping motivated and these pupils are a credit to themselves and their families.

ABBIE'S TAGESABLAUF



Abbie McWilliam



Leah McWilliam

MY COMIC STRIP ROSS W



Ross W Dalgarno

Well done Mrs Bayliss's  
S2 German Class!



Ruby Kellas



Tianna—Lee Donald

## Good News

Check-In Teams were started this lockdown as a way to monitor engagement, provide a connection with a member of staff daily and to check on wellbeing in our young people. The Teams who have had the highest check-in rate in February are:

4Kynoch (Mrs Beadle) week of 22/2 and 9/2

6Laidlaw (Mrs Smith) week of 15/2

1Kynoch (Mrs Young) week of 2/2

Well done to these Teams for being proactive and keeping in touch. Connection with peers and staff leads to better wellbeing.

Mrs Bain



## Modern Studies Department

