

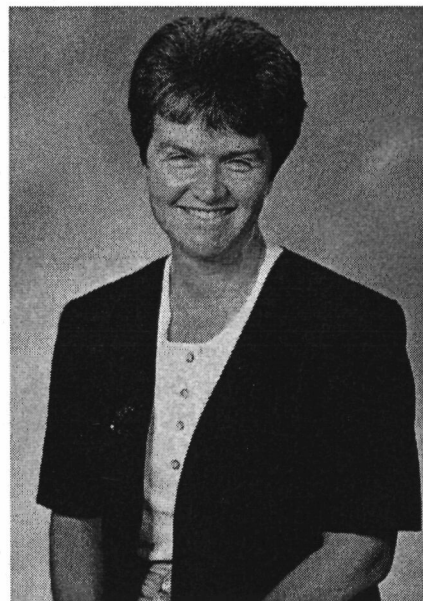
What will I remember about AHS?

Taking assemblies, talking to girls, watching the trees change colour outside my window, new buildings going up. Watching my first "Miss AHS" in fund-raising week and wondering how so many girls could make so much noise as they cheered on their favourite acts. The Science team playing The Dragon-with-many-Flashing-Lights in the staff panto. Listening in admiration to the speakers on Certificate Evenings describe their many and various achievements since leaving AHS.

Discovering that the famous "sunken floor" of the Main Hall had become just that, as water rose from rusting, leaky pipes and we began long months without a hall while we argued with insurance companies and buildings experts.

Labouring with the leadership team to balance the budget, when once again those who make decisions about money had failed to give schools the cash they need to do the job properly.

Complaints from parents about the buses, from local residents about young people on the pavements. Praise from parents about members of staff, from local residents about our wonderful young people at the Christmas party. Talking to parents on consultation evenings and seeing their pride in their daughters.



Ms. Wainwright talking to Anna Kerr and Sweta Panchagnula in 8A

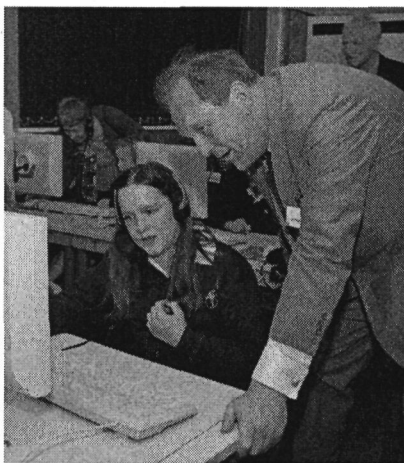
Welcoming 330 new girls on the same September day when we took in our final Year 8 intake and our first Year 7 intake and the school suddenly expanded. Walking through the school, smiled at by girls and staff, knowing that, in the end, it is the relationships and the trust between people that makes everything work so well. And so much more.

Leaving Aylesbury High School was never going to be easy. After ten years, it is difficult to imagine no longer being a part of this energetic, exhilarating, friendly community. I have enjoyed my time here enormously and made many friends. I am grateful beyond measure for the chance to work with such committed, professional and talented staff.

On my first day at Aylesbury High School, I promised myself that I would try above everything else to leave the school in as good a shape as I found it. You must be the judge of whether or not I have succeeded.

I wish everyone who is part of the school – girls, governors, staff, parents – the very best for the future. Aylesbury High School will always be special.

Jane Wainwright
Headteacher



It's official – we are open!

Although the Language College was launched in September, we waited until all the building, refurbishment and equipping had been completed before we had a grand official opening. On April 17th, over 100 guests were invited to attend an evening of celebration at the High School, to thank everyone who had helped to make the launch of the Language College such a success.

Sir Nigel Mobbs, Lord Lieutenant of Buckinghamshire, Lady Carrington and other patrons, sponsors and representatives

of our partner institutions and other local organisations, enjoyed a tour round the new facilities and an opportunity to mingle and talk whilst indulging in a buffet supper.



Angela Wall
Language College Director

Support the Language College – why bother?

Last September Mme Grouille asked if a member of staff would agree to host a French teacher during the stay of visiting staff and students last October. Since my daughter is at university and her room is frequently unused I offered, and Geneviève Mayollet stayed with me for 10 days. I thoroughly enjoyed her visit – discussing the similarities and differences between the English and French education systems was fascinating. During the 10 days of her visit we became very good friends, and my husband, son and I were very sad to send her home at the end of her visit.

As a result of hosting Geneviève I was given the opportunity to go to France for the return trip in February. I was initially reluctant to go. Although I knew I would stay with Geneviève, who would make me very welcome, I could see no benefit for my maths students in me swanning off to France for a week. Eventually I decided that I would go because Geneviève wanted me to and because it would probably be the only opportunity I would ever have of visiting that part of France (Bourg en Bresse).

I had a wonderful time in France. I do not speak much French, but the two grammar school teachers who also went were perfect gentlemen and looked after me very well. Our girls were perfectly behaved (I was proud to be associated with them) and the benefits to me as a maths teacher are too many to list!

While in France we spent some of our days in school and I asked if it would be possible to visit some maths lessons (I am told that maths is an international language and I wanted to find out if that is true). I



visited a selection of lessons and was fascinated to see their different approaches to my subject. Generally, it is true to say that the French treat mathematics geometrically and we approach it more algebraically. I looked at their text books and found some lovely teaching ideas, and was thrilled when the school's librarian offered to give me two brand new French maths text books as a present (one they use in the lower school and one they use in the upper school).

Currently, there is a display of work on the maths landing, done by 7W, based on an idea from the French lower school text book. The title on

the work is in French (translation provided by a visiting French teacher). The girls in 7W enjoyed this work and were fascinated to see the maths text book in French.

I certainly plan to use more ideas from these text books to enrich my teaching in the future. If you are ever lucky enough to be offered an opportunity like this, I would recommend that you welcome it with open arms. You never know what you will learn.

Is maths an international language?
Decide for yourself:

English	French
Square	Un carré
Circle	Un cercle
Rectangle	Un rectangle
Rhombus	Un losange
Parallelogram	Un parallélogramme
Triangle	Un triangle
Quadrilateral	Un quadrilatère
Area	Une aire
Perimeter	Un périmètre
Diagonal	Une diagonale

Jane Arnold
Member of Maths Department



On the weekend of the 15th and 16th June, many Year 10 students embarked on their Duke of Edinburgh Bronze Award assessed expedition, consisting of a 25km walk over two days and camping overnight at Braid Wood. Our group started at 10 o'clock and met feeling fresh-faced and raring to go. We left on time, not yet feeling the strain of our heavy rucksacks, soon to find ourselves lost in RAF Halton! Despite arriving 20 minutes late at the first checkpoint, we arrived at the campsite 20 minutes early in the afternoon.

The quick setting up of our tents and the hassle-free cooking of our dinner (with added rain!) meant that we had plenty of time to socialise. The evening brought on many shared jokes, laughter and several amusing rounds of fluffy bunnies (a marshmallow game)!



A restless night (not helped by 50's music blaring from the pub down the road) came to an end too quickly and we cooked breakfast, packed our tents up and left for walk number two. Not long into our walk we were calf-deep in mud but this only added to the fun and the day was a success. On arrival at the campsite, over half an hour early, rucksacks were gratefully discarded and people felt the satisfaction of surviving the weekend. The expedition was a worthwhile experience and we will definitely be signing up for Silver D of E next year.

Alison Purcell, Tracey Purcell, Sanj Mithra, Amber Martin, Emma Veysey, Rachel Short and Sarah Wybron, Year 10

Congratulations!

The following Duke of Edinburgh Awards have been made recently

Gold: Rebecca Lee

Silver:
Claire Eyton Jenny Hird
Erika Ind Jo Knight
Genny Wade Charlie Millerchip

Bronze:
Sarah Owen Katie Berra
Clare Muir Katie Piggford
Vanessa Ryan Rose Harris
Claire Logsdail Sune Geldenhu
Lauren Fuller Amy Voinquel
Jess Haig Ananthi Ramachandran
Vicky Burrows Suzanna Bell
Flora Summerfield Emily Goodwin
Hannah Gillinson Amy Simpson
Siobhan Lyttle Augustina Gwamifwah-Marfoh

If you would like to see the photos in Highlights in colour, why not click onto our new website

www.ahsonline.co.uk

Anticipated electronic publishing data is September, 2002.

Digital video pilot success

Earlier this year, AHS was chosen to be one of fifty pilot schools in the UK to introduce digital video as a format for creativity in teaching. The school was given a Canon digital camera and an Apple iMac computer by Becta (British Educational Communications and Technology Agency) for use during the pilot phase. Success in the pilot guarantees the school receives the equipment for permanent use.

Students from Year 7 and Year 12 were involved in using the video camera to film projects in English, Communications and Psychology. All of the students had great fun using the camera and then extending their creative skills on the iMac to edit the film, add soundtracks and other features. Motivation was high and it was exciting to see how the girls used their experiences of the media outside school to enhance their filming. As a result of the hard work of Harriet Queralt and Sue Nieland, several videos were sent through to Becta, together with evaluations from the students. The final phase of the pilot involves submitting entries for the Creativity of Digital Video Awards, and other subject areas are currently involved in producing more video material for the competition. It is hoped that the use of digital video will increase over the next year, with more students having the chance to film and edit their own videos.

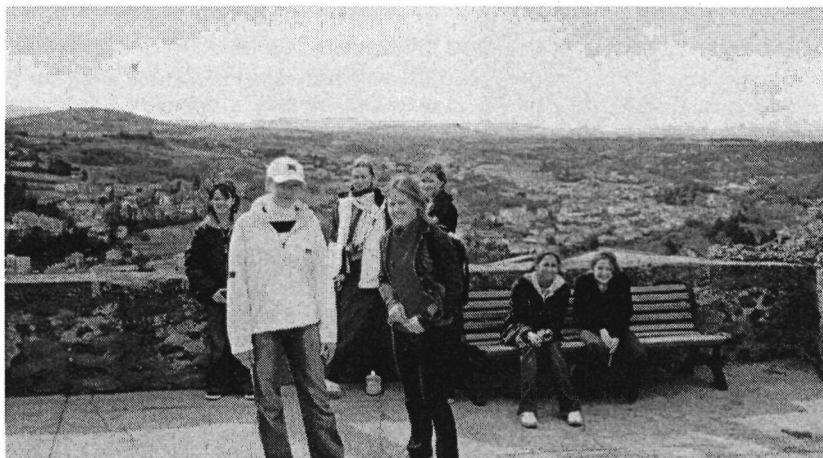
Sue Nieland, ICT Co-ordinator

Year 12 French Exchange, 2002

They say first impressions are everything. But the first impression our French exchange partners had of us when we arrived at their super-modern lycée in the small town of Cournon was one of girly screaming and general flapping. We were all convinced that staying with complete strangers in a foreign country was perhaps not the most brilliant of ideas after all. We were also all desperate not to bash heads when greeting our partners with two kisses — definitely *not* a good look.

All our concerns were completely unfounded as we received a very warm welcome from our partners and their families. They were very friendly and encouraged us to practise our French as much as possible. It was great to be able to brush up our conversational French with phrases which we could (and some which we couldn't!) use in our AS oral exam. The way of life in Cournon was noticeably more relaxed and we learnt such essential life skills as strolling in an authentically French-teenager way and impersonating cheesy French pop singers. And as for the food . . . delicious.

The Sun shone for the majority of our stay. In fact, there was the mildest danger of getting a tan, which made all of us very excitable! With Monsieur Grouille's camcorder always close at hand, the AHS party set off to see the sights of the area. We visited some beautiful towns and villages and marvelled at the wonderful mountains of the Massif Central. In a few hours, you could drive from the snowcapped peaks to the sunny valleys, and the coach



journeys in between were filled with much loud singing of French songs and eating of the very generous packed lunches provided by our French families. We sampled the heady Vichy spring water (which smelt of rotten eggs, was warm, tizzy and tasted of blood . . . mmmmm), we climbed up the inside of a huge statue of the Virgin Mary on a pinnacle of rock called Le Puy, visited a set of caves where the water was so full of calcite that stuffed animals and other objects were 'petrified' in stone within a few months (we didn't stay standing still for too

long!) and went to Madame and Monsieur Grouille's house for a veritable feast of cakes and proper English tea (and a certain person who shall remain nameless had an encounter with a brick!)

At the end of our 10-day stay, we all had a meal at the local crêperie with our exchange partners. Everyone had had a fantastic time in Cournon and we all agreed that we were very sad to be returning home. We looked forward to welcoming our partners to Aylesbury and waved au revoir to France.

My Experience in Aberdyfi

Aberdyfi was a fantastic experience! It boasted everybody's confidence and everyone came back on the coach very excited about their week and could hardly wait to tell their families what they had done. I think everyone achieved something, however big or small it was.

We were always busy. If we weren't down at the wharf, we were climbing rocks, and if we weren't climbing, we were doing team activities back at the site. There was orienteering, games involving water, tidying up, organizing, packing your ruck sack for the next day, to do on site. The only time we had to ourselves was bedtime at 10.00 p.m., lights out at 10.30 p.m. Then it was up again the next morning at 7.00 a.m. ready for breakfast at 7.30 a.m. A gorgeous breakfast of eggs, bacon or sausages, fried bread or hash browns, cereal or toast and a hot up of tea or coffee, milk or juice.



I had a wonderful time in Aberdyfi and I would love to go back there again. I highly recommend it and I hope the next Year 8s get as much out of it as I did.

Chloe Spence 8H

AHS/AGS Visit To Stuttgart

Earlier this year pupils from Years 10, 12 and 13 from both the High and the Grammar Schools, plus four teachers, went on an exchange to Stuttgart, Germany. We left on the 19th March, all anxious, though very excited about meeting our German exchange partners, with whom we were to spend the next 10 days.



Heidelberg 2002

We spent two days at school with our partners following them to and from lessons of which we understood very little, if at all! We were also shown the sights of Stuttgart such as the TV tower, the Rathaus, the Mercedes-Benz museum and the Wilhelma zoo and botanical gardens. The highlight of the group trips was our day trip to the town of Heidelberg. Here we could wander through the narrow, cobbled streets of the old town and observe the largest beer barrel in the world up by the castle.

We all thoroughly enjoyed our visits and trips, however, to many of us, this exchange was more about making new friends and learning the ways of German culture. We were suddenly in an environment where we had to speak German but it didn't matter if we got it wrong as

the German families were only too happy to help. Even those who couldn't imagine ever speaking German to their partners soon gained confidence as friendships formed. I'm sure that everyone will agree that our exchange visit to Germany was definitely a worthwhile experience and we are looking forward to their return visit in July.

Sune Keyser 12I

Year 10 Visit to San Bonifacio, Verona

Italy was amazing. It formed new friendships, not only between the English and Italians but also stronger bonds were formed between the English.

The Italians were all extremely welcoming and not many of us ever felt homesick; they were just as excited for us to be there as we were. We got the chance to see what school life was like for the Italians and although their hours were better, i.e. the whole afternoon off school, I think most of us preferred English schools. It was exciting to perform our three traditional dances before our Italian and French partner schools and to watch their performances.



Our favourite trip had to be Venice on the Friday and although the weather was wet and rainy it was beautiful and it was definitely worth the wait! We went on many trips including Verona and Treviso, both beautiful mediaeval towns. Even though we couldn't all speak Italian there were no problems with communication as the Italians could speak very good English. Finally the very last day came and when it was time to go home we were all so sad that we ended up crying!

We have all formed strong friendships and everyone learned more about Italy, its people, traditions, culture and language and some are going back to San Bonifacio this summer.

Gemma Hunter 10A

St. Mark's Square, Venice



Year Eight Globe Trip

Girls giggled and chatted as Ms Quant, Mrs Bell and Miss Mansfield tried desperately to sort out the coach problem. It was 4.30 pm, the time students from 8A, 8H and 8S should have left to visit Shakespeare's Globe to see a production of *Twelfth Night*. The first coach didn't have enough seats to hold all 40 of us, so another one was being sent. As soon as we boarded, everything went smoothly. As we arrived in good time, we walked across the Millennium Bridge waving frantically at passing ferries. We had a quick gaze at St Paul's before entering the theatre.



Shouts of 'Get yer cushion here!' and the general babble deafened us as we waited in our seats for the performance to begin. The Globe was larger than expected and the inside was wonderful. Three galleries of seats slowly filled as did the yard where the 'groundlings' stood for the whole performance. At last, 7.00pm came and the Elizabethan trumpet sounded for the show to begin. Out came Duke Orsino and he recited his

speech about his love for Lady Olivia. Viola appeared next from the trapdoor with the sea captain. Viola dressed as Cesario to fool not only the Duke but the Lady as well. Besides all this, poor Malvolio was being teased at by Sir Toby, Sir Andrew, Feste the Jester and Maria. When Viola's twin Sebastian appeared the audience laughed at all

the mistaken identities. By the end of the show the crowd was electric and watched happily as the cast all came out to dance to the Elizabethan music. After many bows and cheers we departed and made our way back to Aylesbury. *Twelfth Night* was a night to remember.

Alex Banister 8A

Tomorrow Club Challenge Victory

A team of eight girls from AHS won the first ever Tomorrow Club ICT challenge this term, after spending 12 weeks working on the Mix 96 website, beating off competition from Mandeville Upper School and the Royal Grammar School, High Wycombe.

The team of girls from Years 8, 9, 11 and 12 spent 12 weeks working on a project given to them as part of the challenge. They were asked to redesign the Mix 96 website using state-of-the-art equipment at the Tomorrow Club in Birtton. Their final efforts were shown at a presentation at the club in April, where a panel of judges, including AVDC Chairman Chloe Lambert, Bucks Herald editor David Summers and Catherine Johnston of Bucks Community



Action, awarded them the first prize. The girls each received a generous personal prize and the school was given a flat-screen monitor.

The girls had the opportunity at the Tomorrow Club to use computer software not available in school and in school and generated new ideas for the website that were described by Richard Carr of Mix 96 as 'bringing the website to life'.

He went on to say that he was 'genuinely shocked at how great the results have been'. The girls were speechless at their success, and have since been approached by other local organisations to help with more website design. These opportunities enhance their use of computer skills and give them an insight into real-life applications of these skills.

National Mathematics Challenge

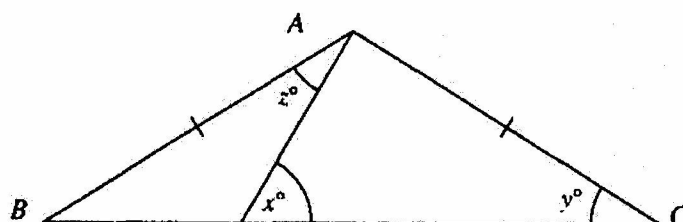
On Tuesday 30th April 120 Year 8 students took part in the Junior Mathematics Challenge. The Mathematics challenges are national events, with the Intermediate and Senior Challenges taking place earlier this year.

Here are two of the questions from the Junior Challenge:

1. On the island of Erewhon. All numbers are written with the digits in reverse order. For example, twelve is written 21. Su Erasmus, an inhabitant of Erewhon, was shown the subtraction $729 - 45$. If no mistake was made, what answer did Su write down?

A 684 B 486 C 279 D 873 E 378

2.



Given that $AB = AC$ and $z < 90$, which of the following expressions must equal z ?

A $x - y$ B $x + y$ C $x + y - 180$ D $180 + x - y$ E $180 - x + y$

Answers are on page 8.

The results from this year's Junior Challenge have been good with as many as 26 students achieving Gold Certificates and 29 students achieving Silver Certificates, with Alice Gutteridge and Elisabeth Robinson being joint Best In School.

National Mathematics Challenge

On Thursday 21st March four Year 9 students took part in the Regional Finals of The National Mathematics Team Challenge in Oxford. Thirty seven schools from Swindon to Slough and from Warwick to Reading were present and the four students were Stephanie Broad, Sarah Smith, Tanya Weilgomas and Emma Woodfield. It was a very enjoyable day with everyone present relishing the various challenges that were set. The standards set were high and Aylesbury High School finished a creditable thirteenth.

Richard Collinson
Mathematics Department

DISCOVERING SCIENCE

Year 9 Science Plays

After the SATS in May, we were given something different to do by our science teacher. We were studying Health and Disease so were given two plays to act out. They were "The Plague of Eyam" and "Louis Pasteur and Anthrax". "The Plague of Eyam" was the story of how the Black Death reached a small village called Eyam all the way from London, and the consequences. With wonderful costumes, acting, props and gravestones, it worked really well – we



Louis Pasteur

learnt the theory behind quarantine.

The second play was about Louis Pasteur's work on vaccination. With Jessie and Amber playing the key roles of sheep, and some excellent French accents, the play was a big success.

Thanks to the Science Department for a fun break from conventional lessons.

Siân Cooke and Charlotte Berry 9W

Our trip to Warwick

On Tuesday, June 11 2002, 90 pupils, 4 teachers and an adult helper from AHS set off for Warwick castle. The tension mounted as we drew closer. The journey was one and a half hours long and by the end of it we were glad to get off, excited by the coming sights of the castle. When we arrived, everyone piled off, eager to get inside. To the joy of some parties, we were split into five large groups two of them mixed classes. The groups departed from our assembly point to set off exploring the grounds of the mass space.

On entering the castle grounds, the first thing we saw was the amazing portcullis and bridge over the moat, leading to the other side of the castle

Over the other side of the castle firstly we visited the armoury, a large room full of ancient armour-wear enclosed in glass cabinets. We frequently saw information plaques, telling us about the different weapons and armour.

Next, we visited the King Maker, recreating the preparation for battle. This was a series of rooms each showing a different activity, for example clothes and shoe making, collecting food, tacking up horse in stables, etc. Model figures acted out the scene that would have occurred.

After that we headed for the dungeon but were surprised to see a torture chamber first, just next door while the queue died down.

The torture chamber was quite a small room but was dark and damp. The main attraction of the room was a big, wooden stretcher that took up most of the room. To torture someone they would tie them to the stretcher and turn a wheel straining the muscles and bones in the body until they broke.



To our horror, we returned to find the queue was even longer. But we were desperate to see the dungeons. We queued any way and the queue went down quickly. The guy at the door, dressed in medieval clothes let us through, one by one, a very steep, dark, smelly, narrow passageway under ground which led us to the one small dungeon-room. It was also damp with no light coming through however it was very tall. We looked up to see a torture suit, which was made of thick pieces of iron moulded into the shape of a body. The person being tortured would be hung dangling from the ceiling without being fed or let go for weeks on end. So how did they use the toilet? You may be wondering, well down the centre of the room was a sewage line. As you can probably guess even all these years in advance it stank.

Last but not least came our favourite part of the whole trip: we were allowed half an hour to visit the gift shops. There were all sorts of gifts and gadgets from quill pencils to little bears dressed in medieval clothes. The time seemed to whiz by and soon it was time to go but we can honestly say it was a fun day!

Jessica Mortain-Cogar and Lydia Rosseter 7S

12th April Civil War Day



This was a unique and informative experience. Dressed in our period costumes it was as if we had travelled back in time. Not knowing what to expect we were greeted in the Harding Hall by a pikeman, musketeer, general and a junior general. They gave a spectacular performance, showing us scenes from a battle during Charles I's reign. They then gave us the opportunity to perform different soldiers' duties. This presentation captured the atmosphere of medieval battle.

The whole of Year 8 then prepared a mini-battle, during which Ascott, Claydon and Hughenden opposed Missenden, Stowe and Waddesdon.

The students also got to participate during the witchfinder's trial. Year 8 were accused as witches or were asked to give evidence against or for others.

This summed up an eventful journey to the past.

Sweta Panchagnula, Priya Shah and Bernie Ivey 8A

National Maths Challenge Answers:	$y - x \vee$	2
	E 378	1