

February 2022

CARSHALTON HIGH SCHOOL FOR GIRLS

# CURRICULUM NEWSLETTER

Excellence: everywhere, every day.



## Headteacher's Welcome

Dear Parents/Carers

I hope you have had a peaceful and relaxing half-term break.

Welcome to the second edition of our **Curriculum Newsletter**, filled with information on the curriculum content we have covered with each year group. Each subject has made a contribution, so you will get a full flavour of all we have offered since the October half-term. I hope you enjoy spending the time reading through the content and please do discuss the subjects with your daughter, so you can understand what she has been learning about.

My congratulations to Year 11 and 13 who have just completed their first round of centre examinations. We are incredibly proud of the way they embarked upon the exams and have been impressed with how mature and focused they were throughout the entire period.

Mr Elstone has written to you already to let you know of the amendments to the

summer examinations, so please make sure your daughter understands the intended content of the examination before they plan their revision.

We really don't want students to be revising something that isn't going to be on the exam. The next round of centre examinations are before the Easter break and we will write to you again, in due course regarding these.

## Work From Home Day

As part of our ongoing analysis of our online provision and monitoring of capabilities, it is necessary for me to designate **Tuesday 19th April** as a 'work from home' day for students. Staff will be in school but students should remain at home and complete the work that has been set for them. Classwork will be set on MS Teams for students to complete and we will send out further details and reminders during the next half-term. Please add this date to your diary.

## Children's Mental Health Week

The final week of last half-term was Children's Mental Health Week with the theme 'Growing Together'. Lessons, information sessions and seminars were held all week on how to be proactive in managing our mental health, which were really well received by our students. If you have not had a chance to see the many things we

# HEADTEACHER'S WELCOME

have been up to please look at our website and social media.

[Instagram](#)

[Twitter](#)

[Facebook](#)

[YouTube](#)

## Academic Year 2022 - 2023

Finally, I am delighted to say, due to our ever increasing popularity we have been selected to provide additional admission places to students in Year 7 between September 2022 and 2028.

## New Building

As part of this selection, we have been provided with funding to demolish **F Block** (which currently houses Art and Food Technology classrooms) and replace it with a brand new 8 classroom building which will house Product Design, Art and Food Technology. The current block is in a very dilapidated state, in need of

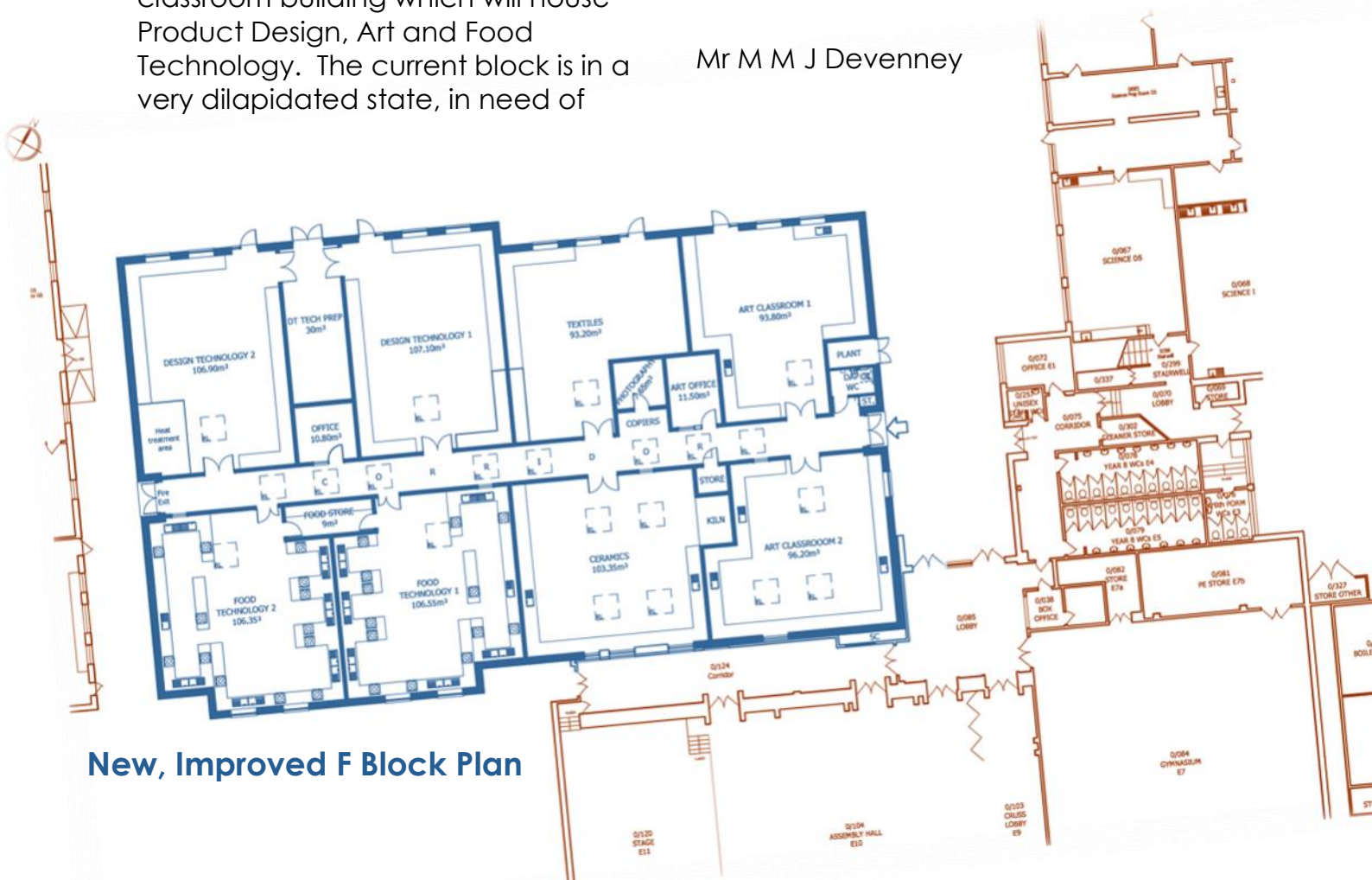
repair and is a poor learning environment for the girls to participate in their lessons.

The introduction of this new building will allow us to develop our existing STEAM (Science, Technology, Art & Maths) provision across the school in terms of curriculum and co-curricular opportunities.

As we are an academy we are required to undertake a fair and open local consultation with all those who could be affected by a significant change and consider all responses received to the consultation. Should you require any further information, have any comments or objections on any grounds please email [consultation@carshaltongirls.org.uk](mailto:consultation@carshaltongirls.org.uk).

Wishing you all the best for the next half-term.

Mr M M J Devenney



# ART

## Year 7

Year 7 have been learning about the formal elements of art, developing their drawing and painting skills and being introduced to a variety of media and techniques including; oil pastels, mixed media and bleach drawings. The students have been exploring the work of some of the great masters of art, including Paul Cezanne, William Morris and Angie Lewin. Below are some examples of their bleach drawings.



## Year 8

Year 8 students have been learning about portraiture, and the role of portraits in art. They have been exploring the work of a variety of portrait artists and they have learnt how to draw a well-proportioned portrait. The students learnt how to draw facial features.

They have had the opportunity to create joiners, distorting their portrait drawings using a technique inspired by Cubism.

## Year 9

In Year 9 the students are settling well into their coursework and getting used to studying GCSE themes.

## Year 10

Students are developing their themes and making the most of having access to the Art studios again this year.

## Year 11

The final year GCSE students are brushing up on their techniques and preparing for their final coursework and Summer exams.

## Sixth Form

In the Sixth Form the students have more freedom to work independently and investigate in more detail their coursework topics and ideas.





# BUSINESS

Our Business and Economics students continued to impress us with their enthusiasm for their subject and interest in the world around them. **Year 9**

Business students have been working in groups on their business projects. Each team developed a ready-made meal idea after careful market research and presented their product to their peers, with detailed information about their recipe, costs, price, packaging, brand logo and promotional ideas. It has been a highly productive few weeks with the final outcomes being professional and demonstrating how students were able to implement the business theories they had learned into practice.

Our **Year 10** students have continued to learn their Theme 1 content and build on their exam skills, with a keen focus on application and analysis in their writing. Their mock assessments helped us to monitor their progress, as well as identify key areas for development. Since our last newsletter, Year 10s have completed their finance-based topics such as breakeven and cashflow and moved onto a new chapter related to making a business effective. This chapter consists of the concepts of limited and unlimited liability, choosing a business location, the purpose of business plans and the marketing mix.

In **Year 11**, we have made good progress with delivering Theme 2 content, where students learnt about globalisation and international trade, while considering its impact on UK businesses. In addition, we continued to build on their previous knowledge of marketing by having a deep dive into the marketing mix, with each element considered in full so that they can

appreciate how a business can utilise this tool to make more effective decisions. We have also been practising how to answer exam-style questions under timed conditions so that they are able to replicate these skills in the actual exams they will sit this summer. Intervention sessions have also started where students have more targeted approach and work on specific revision and exam strategies in each session.

In **A level Business**, our **Year 12** students have been learning about managing people, motivation theories, approaches to recruitment and selection as well as the marketing mix and strategy. There has been a growing emphasis on developing their exam techniques as they have completed assessments and exam-style answers regularly. In **Year 12 BTEC Business** students have completed their Personal and Business Finance unit, which had an external examination in January 2022. This challenging paper had questions ranging from depreciation and comprehensive income statement to types of life insurance and payment methods. Since their exam, students started their new coursework unit, which is about exploring business.

Our newly launched **Economics A level** is continuing to add great value, not only to those students who are studying the subject but also those who are in CHSG Sixth Form, through the Year 12 Economics students' leadership in the debate club. We have made great progress in their understanding of the micro and macroeconomic theories, all along keeping a close eye on the economy in the UK and around the world. In every lesson, students learn

# BUSINESS

how to apply theory into practice with a wealth of examples that we discuss in our external environment. These are highly topical discussion points such as the reasons for and impact of rising energy prices, policies to tackle hiking inflation rates, how the conflict between Russia and Ukraine might impact global economies.

In **Year 13 A level Business** students finished off Theme 3, which was based on business strategy and had their pre-

public assessments followed by more exam practice, several lessons dedicated purely on improving exam technique as well as one-to-one teacher feedback. In **Year 13 BTEC Business**, students completed an external assessment in January 2022 and have made a start on their final coursework unit on recruitment and selection. This unit will allow them to learn practical and work-related learning such as how to apply for a job and how to prepare for interviews.

Head of Department: **Mrs A Driver**

Code: **Cd**

## CHILD DEVELOPMENT

### Year 9

From September, Year 9 have been engaged in the first topic of study, for the examined unit of work entitled **R057: Health and well-being for child development**. This half term students have been building on their knowledge of pre-conception health and reproduction by exploring a unit of work titled '**Antenatal care and preparation for birth**'. Within this unit students have learnt about the importance of antenatal clinics and parenting classes, screening and diagnostic tests carried out during pregnancy, the role of the birth partner in supporting the mother through pregnancy and birth, the stages of labour and options available to the mother during child birth.

Students will be having a short end of unit test after during the week commencing Monday 21st Feb to test their knowledge of the key aspects of the '**Antenatal care and preparation for birth**' unit.

### Year 11

Our Year 11 students have been completing important coursework for Unit **R020: Understand the development of a child from birth to five years**. The focus of this current section of work is to carry out an observation of a child aged 1-5 years old and complete a detailed write-up of the child, evaluating their progress against expected development norms for their age group. From this, students will plan two different play activities for a chosen developmental area. After planning, they will carry out the activities with the child in order to support and develop the child's learning. This section of coursework is very hands-on and provides opportunities for students to study a particular age of child in depth, paying particular consideration to the child's development needs.

Child Development coursework intervention for Year 11 students who need additional support with their coursework runs on **Week 2 Tuesdays**, from 3.00-3.45pm in A2.

# CITIZENSHIP

As we near the half way point in the year, students in **Year 7** have started learning about Local Democracy. Students will learn about the importance of local councils, the services they provide and the role they play in ensuring that local community needs are met. This builds upon their work from last term where students learn the importance of equality, fairness and equity in communities.

Our **Year 8s** continue to develop their understanding of Citizenship by learning about discrimination this half term, exploring events in the UK which has led to changes in the law. The current unit will finish with students evaluating the fairness of our society and drafting up letters to local councillors highlighting which areas they believe still need improving and how.

In **Year 9** students have made a strong start to their GCSE course, covering topics such as the complex makeup of Britain, immigration and government finance, all with maturity and sensible discussions.

**Year 10s** continue working hard on their GCSE course having spent the past few months learning about politics in the UK. Students have explored the workings of Parliament, the role and responsibility of the Executive and Legislative, the various methods used to hold those in power to account and how citizens can influence politics.

We are hopeful that with the relaxation of covid restrictions, visits to Parliament will once more resume and that we will be able to offer students the opportunity to attend a trip there.

**Year 11** students are hard at work doing their theme *E Active Citizenship* projects. In small groups, they will have chosen an issue linked to what they have studied in their GCSE course. They will research and raise awareness about their chosen issue. Some issues chosen so far include the Rights of Asylum Seekers in the UK, Clause 9 of the Nationality and Borders Bill, Food Poverty, the Age of Criminal Responsibility and the Unelected House of Lords.

Students will be expected to contact relevant people in power linked to their issue, and will be given the opportunity to speak to MPs about their projects.





# CAREERS

In September Careers was made one of our curriculum subjects here at Carshalton High School for Girls. We are excited to be able to offer our students timetabled fortnightly career sessions. During these sessions students, in line with the academic subjects, work from booklets that cover a wide range of topics to help them prepare for their future. The Careers Centre based in A30 is now complete, I am sure you will agree it is a real asset to the school and is a multipurpose space that is used daily by all year groups.

In addition to the weekly sessions all year groups have Career focused days throughout the year. The programme includes encounters with higher and further education providers such as local colleges and universities from all over the country, as well as learning and hearing all about apprenticeship opportunities that are available to them. We strive to provide our students with impartial and unbiased careers information and guidance, to ensure they are given every opportunity to succeed in the future.



## Here are just a few highlights of the Careers events this term

**Year 10** students took part in a Careers day hosted by The Inspirational Learning Group. The event was focused around the students building their perfect university as part of a national Enterprise Challenge. It was great to see the students engaged in the activities of the day, teambuilding and management skills evolved throughout the many tasks, followed by some remarkable presentations delivered to the rest of the year group- well done Year 10!



The second of our subject twilight subject sessions took place in the Careers centre with an insightful talk given by *Dr Catherine Smale* from King's College London. Students not only got to hear about the many career paths that languages can lead to, but also got to sample some German snacks. Please look out for the emails with information about which subject is up next in March.



# COMPUTER SCIENCE

## Year 7

Our Year 7 Computer Science students have been introduced to the Scratch programming environment and begun by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the broadcast function), lists and operators. They will then be able to create a fully working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs.

## Year 8

Year 8 students have been studying a theoretical unit covering the basic principles of computer architecture. Students will revise some of the theory on input, output and storage and how such devices are used in day to day practices. Students then look further at cloud computing, identifying the benefits and risks. They will look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle and relating all the components to personal devices used.

## Year 9

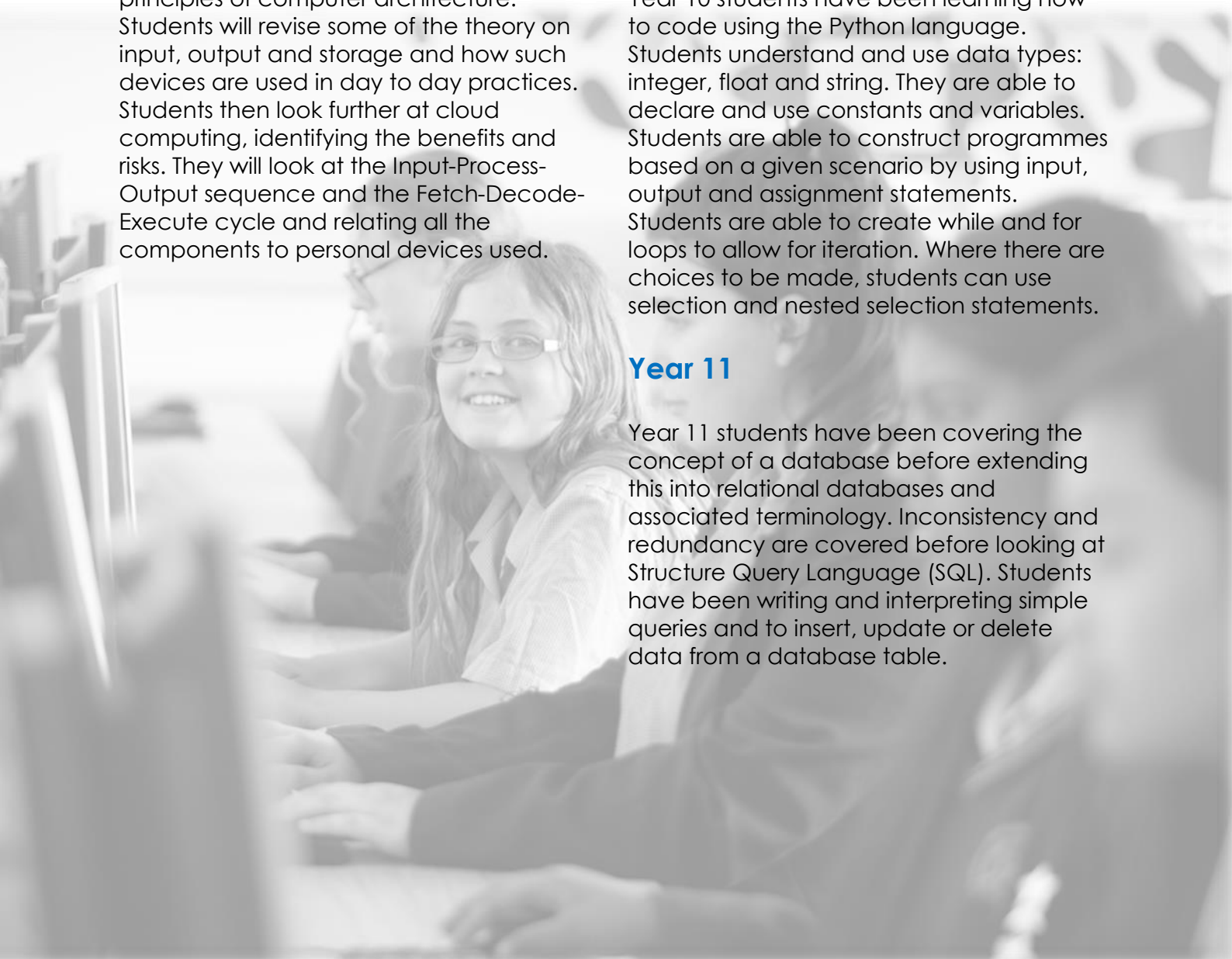
Year 9 have started the Computer Systems unit. Students have been looking at Boolean logic, moving on to software classification including the function of the Operating System. Lessons continue to cover systems architecture and factors affecting performance. The many forms of memory available in modern computers including RAM, ROM and cache are also covered along with secondary storage devices and their uses. In their final lesson students will sit an assessment test comprising questions similar to those found on the GCSE exam paper.

## Year 10

Year 10 students have been learning how to code using the Python language. Students understand and use data types: integer, float and string. They are able to declare and use constants and variables. Students are able to construct programmes based on a given scenario by using input, output and assignment statements. Students are able to create while and for loops to allow for iteration. Where there are choices to be made, students can use selection and nested selection statements.

## Year 11

Year 11 students have been covering the concept of a database before extending this into relational databases and associated terminology. Inconsistency and redundancy are covered before looking at Structure Query Language (SQL). Students have been writing and interpreting simple queries and to insert, update or delete data from a database table.





# DANCE

## Year 7

Year 7 have nearly completed their **A Linha Curva** unit. There are a number of dance styles used in this piece of choreography, there are Samba, Capoeira and Contemporary. The dance was made in collaboration with the dancers and motifs were composed through improvisation. This unit requires students to demonstrate a range of compositional skills in the style of this professional work. Year 7 will move on to their next unit, Musicals Mash-up after half-term where they will be learning repertoire from *Matilda*, *Aladdin*, *Hairspray* and *The Greatest Showman*.

## Year 8

Year 8 have been expanding their contextual knowledge of dance through their **Dance Through Time** unit. Students are currently learning the following different dance styles: Ballet, Charleston, Jive, Hip-hop and Contemporary. Students learn the stylistic features of each dance style and understand how each dance developed and evolved over time. Finally, students perform and choreograph in each style of dance being sensitive to the key features of each style. Students will continue to work through the **Dance Through Time** unit next half term.

## Year 9

Students have studied one of the GCSE Dance professional works called **A Linha Curva** by Itzik Galili. This piece is a celebration of Brazilian culture and students created a performance piece using phrases and techniques featured in the work. Students will learn about the professional work **Shadows** by Christopher Bruce next half term.

## Year 10

Year 10 students have completed their unit on another of the professional works **Infra** by Wayne McGregor. It is a contemporary ballet piece that explores inferences and the idea of 'seeing below the surface'. Student created a whole group piece using McGregor's techniques of 'Show, Make, Task'. Next half-term we will be studying **Artificial Things** by Lucy Bennett.



## Year 11

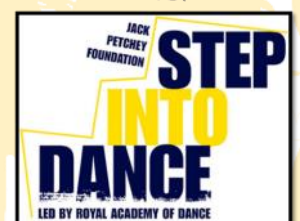
Year 11 GCSE Dancers completed their Solo Performance exam in January and are now moving on to their Own Choreography. Students had 5 stimuli, released by the exam board, to choose from and are now devising their motifs and selecting their aural setting.

## Other Dance Activities

Our co-curricular programme is in full swing again this term with Elite Junior and Elite Senior Dance Company running on a Monday and Tuesday, Year 7/8 dance clubs ran by our amazing Year 12 students and Step into Dance Hip-Hop and Jazz/Commercial classes continue this term.

Elite Juniors and Year 12 students have qualified for the South London County Dance final in Beckenham, Good luck we know you will be amazing!

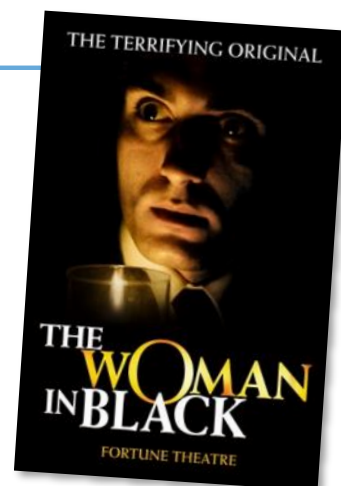
*Elite Dance Company*



# DRAMA

## Woman in Black at The Fortune Theatre

To end the Autumn term, the Drama department took thirty Year 8 students to see ***The Woman in Black*** at The Fortune Theatre. This co-curricular trip tied in with a Gothic Thriller unit of work in which Year 8 students learned about how design elements can be used to enhance a performance.

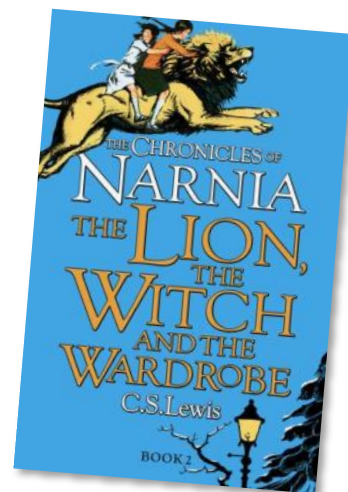


## Year 7 & 8 Drama Club

Drama Club focused on improvisation skills and scripted performance technique, in the Autumn term, resulting in highly engaging, thoughtful and witty performance work. In the Spring term, the downstairs drama studio has been otherwise occupied with rehearsals for an excellent set of Year 10 devised performances and A Level monologue exams that have now completed, alongside ongoing GCSE monologue rehearsals. Y7&8 Drama Club will be recommencing in the summer term.

## Year 7 Drama

In the second half of the Autumn term, Year 7 students studied mime. In this unit, students developed their understanding of non verbal communication and developed performance skills in this field. Following on from this, Year 7 students began a unit on 'The Lion, the Witch and the Wardrobe' in which, after an initial performance exploration, they are currently learning about how lighting, sound and costume can be used to communicate meaning to an audience.



## Year 8 Drama

In the second half of the Autumn term, Year 8 students developed their understanding of how lighting and sound can be used within the Gothic Thriller genre. In the first half of the Spring term, Year 8 students worked on a duologue from Shakespeare's 'A Midsummer Night's Dream'.

## Year 9 Drama

Year 9 Drama students have been exploring how they can use theatre design elements to develop ideas and communicate meaning for theatrical performance. They have also demonstrated knowledge and understanding of how drama and theatre is developed and performed, in relation to the play 'Hard to Swallow' by Mark Wheeler.

## Year 10 Drama

Year 10 Drama students have completed their GCSE devised performance exam, having worked impressively on this since September. They will now be completing the portfolio that accompanies the performance, in which they will analyse and evaluate their own work and the work of others.

# DRAMA

## Y11 Drama

The GCSE Drama students are currently working towards their scripted performance exam, which will happen on **March 7th** and **March 9th**. During the exam they will be performing or designing for a monologue from a professionally published play. In addition to this, students have been revising and developing their knowledge for their written exams.

## Y12 Drama

Year 12 students have recently been working on their devised performance in which they will be creating original work in response to an extract from the play, 'Lemons, Lemons, Lemons, Lemons, Lemons' by Sam Steiner. This work will also be influenced by the methodology of theatre company, **Frantic Assembly**.

## Y13 Drama

The A Level Drama students have recently completed a scripted monologue performance exam and they are currently preparing for all three sections of their written exam. In addition to this, Year 13 students will be completing their devised performance portfolios by the end of the Spring term.

## UPCOMING SCHOOL PRODUCTION.....

You are cordially invited to the Carshalton High School for Girls' production of Matilda on **Thursday 3rd** or **Friday 4th March** in the Main School Hall. Doors open at 7.00pm and the curtain rises at 7.30pm. Tickets can be bought in advance by ParentPay.



Carshalton High School for Girls' production of  
**Roald Dahl's  
Matilda  
the Musical Jr.**

Music and Lyrics by  
Tim Minchin      Book by  
Dennis Kelly

**Thursday 3<sup>rd</sup> & Friday 4<sup>th</sup> March**  
In the Main School Hall  
Doors open at 7.00pm, curtain rises at 7.30pm  
Tickets £5  
Available on the door  
(on a first come first serve basis)  
Refreshments available to purchase

This amateur production is presented by arrangement with Music Theatre International (Europe). All authorised performance materials are also supplied by MTI Europe! - [www.mtishows.co.uk](http://www.mtishows.co.uk)

#teamchsg



# DESIGN & TECHNOLOGY

## Year 7 Food Technology

Year 7 have been working on a variety of different cooking skills over the last few weeks leading up to them designing and creating their own pizza using yeast.

They were given a basic recipe and were able to adapt this to their own liking. They certainly came up with some creative ideas and linked their designs to the Eatwell Guide and target market of teenagers. The students were able to develop their design skills as well as look at how different flavours and textures work together, ensuring that the pizza was a well-balanced product.

They can now cook this at home for their family!



## Year 8 Food Technology

Year 8 were shown how to make simple bread using yeast and were then provided with the opportunity to make it for themselves. They really enjoyed making the bread and then were set a challenge. They need to adapt the recipe they had been given previously and create a sweet fruit bread.

They begun this by thinking about what ingredients would work in bread and the impact on the ingredient. Then they looked at how these ingredients would impact upon the texture of the bread. Once they had a good understanding of these concepts they begun to put their ideas together to create a new bread.

Once they had decided on their textures and flavours they then needed to think about the shape of the bread as we "eat with our eye" and if we don't like the look we don't try!

The students then set about writing their plan for the practical lesson.

Each of the students took to this challenge really well and produced some extremely creative designs. I am certainly excited to see what other products they can produce in the future!





# DESIGN & TECHNOLOGY

## Year 9 Hospitality and Catering

The Year 9 Hospitality and Catering students have been busy designing puddings since the Queens Announcement for a new pudding to celebrate her platinum jubilee.

Using their research, the guidance from Fortum and Mason and the advice from the Queens personal chef, they created a range of different design ideas and on Monday 31st January they had the chance to create their desserts.

It has been amazing to watch the students work and seeing their ideas develop over the last few weeks. Each student has demonstrated their creativity and have been able to learn new skills around presentation techniques, as well as look at the wider range of careers related to the Hospitality and Catering industry. Their confidence within this project has certainly grown.

Many of the students have officially entered their designs into the competition with Fortum and Mason and I wish them all good luck.



## Year 10 Fashion and Textiles

Xanthe, Emma and Poppy have created models of their head piece ideas ready for final design development.



# ENGLISH

**The Wider Reading Curriculum** is a new, exciting initiative for the English Department. For many years, students have enjoyed the opportunity to read independently and widely in English lessons from Years 7 – 10.

Recently, we have reshaped this curriculum to include a curated and fully resourced collection of texts that enrich both the English Curriculum and also the curricula of other subjects in the school. Students are able to select from a diverse range of texts: classics, contemporary fiction, novels, plays, poetry and non-fiction. Books are

loaned so students can take them home to read from for 20 minutes each day.

In Wider Reading lessons, students can exchange books, read silently, read to their teacher and complete a workbook designed to develop their skills as autonomous readers. As well as the 20 minutes reading homework each evening, students use Microsoft Teams to read a passage aloud which the software assesses so we can give feedback to students to promote their progress in reading (Microsoft Reading Progress).

## Key Stage 3

Year 7, 8 and 9 have begun their term-long units on novel studies. Students will gain knowledge on how ideas about identity (Year 7), survival (Year 8) and inequality (Year 9) are shaped through characterisation, language and plot.

**Year 7** will be reading a novel from this list:

**'Boy'**, Roald Dahl  
**'Boy in the Striped Pyjamas'**, John Boyne  
**'Ghost Boys'**, Jewell Parker Rhodes  
**'The Giver'**, Lois Lowry  
**'Wonder'**, Rosemary Palacio

**Year 8** will be reading a novel from this list:

**'Abomination'**, Robert Swindolls  
**'The Bone Sparrow'**, Zana Fraillon  
**'Chinese Cinderella'**, Adeline Yen Mah  
**'The Hunger Games'**, Suzanne Collins  
**'Stone Cold'**, Robert Swindolls

**Year 9** will be reading a novel from this list:

**'Animal Farm'**, George Orwell  
**'Lord of the Flies'**, William Golding  
**'Of Mice and Men'**, John Steinbeck  
**'The Village by the Sea'**, Anita Desai  
**'Their Eyes Were Watching God'**, Zora Neal Hurston  
**'To Kill a Mockingbird'**, Harper Lee

## Year 10

Continuing their journey through GCSE English Language, Year 10 are learning how to analyse and write non-fiction texts and in GCSE English Literature they are studying the 19th century novel **'Strange case of Dr Jekyll and Mr Hyde'**.

## Year 11

Year 11 have returned to their GCSE English Literature study of Shakespeare's **'Macbeth'** or **'Romeo and Juliet'** since their break to prepare for GCSE English Language mocks.

## Sixth Form

In Sixth Form, Year 12 have embarked on their study of **'The Great Gatsby'** and **'The Handmaid's Tale'** – two seminal novels of the 20th century.

Year 13 are busy working on their coursework essays comparing **'Frankenstein'** with a text of their choice, whilst also developing their knowledge of **Love Poetry Through the Ages**.





# GEOGRAPHY

## Key Stage 3

At CHSG, **Year 7s** have been learning about climate change and how we can mitigate the effects of climate change. Here is some useful information you could do at home and here at CHSG (or maybe both). We recommend shutting all outside doors and reducing food waste. Switching off lights can be the main thing to stop burning energy and even more fossil fuels.

At CHSG there is a club called the 'Global Citizens'. In that club, we help work towards sustainable development goals by planting more trees (this can even be done at home if you have a back garden). This is because trees can take in a lot of the carbon dioxide (CO<sub>2</sub>) that we breathe out and turn that into oxygen for us to breathe in and survive. If too many trees get cut down then, carbon dioxide (CO<sub>2</sub>) will increase and eventually make it harder for us to stay alive. We also recommend walking or cycling to school and using public transport as much as we can to stop the levels rising from fossil fuels.

By: Anviksha - 7G1

**Year 8** have been discovering exploring Africa and the danger of a 'single story' when learning about a continent of 54 countries in just 6 lessons. They have looked at climate, historical factors affecting development and how China has been investing in Ethiopia.

Some Year 8 students have been doing some extra work in Geography this term. Nazifa (8B1) has prepared a presentation all about the country of Bangladesh to present to the rest of the class during one of her Geography lessons. The presentation includes very interesting facts and information about Bangladesh and its population and culture. This links very well to the topic we are currently studying, population. Daisy has been creating extra

work notes on the topics we have been studying to help broaden her understanding of the topic. Well done to both!

## GCSE

**Year 9** have been studying the unit of work 'UK Physical landscapes', with a focus recently on river landscapes. This follows on from their prior knowledge of coastal landscapes, showing links between coastal and river systems. Students have been explaining the formation of features that are found along river courses such as rapids, waterfalls and levees. They have been looking in detail at the River Severn, along with analysing flood risk and hydrographs that show flood events.



**Year 10** have been studying a unit of work called 'The Living World' as part of their studies towards Paper 1 of their GCSE Geography course. This has involved learning about the different biotic and abiotic components of an ecosystem, with the flora and fauna that live in the different ecosystems. They have been exploring how different components are interconnected and symbiotic, and have begun to focus on an example of a world biome: the

# GEOGRAPHY

tropical rainforest. This builds on their prior learning of ecosystems and they have been using the Amazon rainforest as their main example.

**Year 11** have been studying the unit of work called '*The Changing Economic World*', in preparation for their Paper 2 exam. This has involved looking at global economic systems and how they have an effect on countries of varying levels of economic development. The main examples of study are the UK and Nigerian economies, looking at their trading relationships and factors that could affect their future development. The students have then made links to TNCs and their influence on economies at different stages of economic development.

## Co-curricular Opportunities

**Global Citizens** meet every Week 1 Monday in B3. Open to everyone who cares about people and the planet!

**Geography in the News** is on every Week 1 Thursday in B2 and the computer rooms. Investigate the geography behind the fortnightly headlines.



## A Level

**Year 12** carried out some onsite fieldwork looking at infiltration rates across a variety of surfaces, as well as investigating overland and throughflow rates using our drainage trays.

**Year 13** have completed their NEAs and are investigating erosional and depositional glacial features. The Roche Moutonnée were particularly memorable as was comparing the properties of a Milky Way chocolate bar with cold based glaciers and recreating compressional and extensional flow.



Investigating erosional and depositional glacial features

# HEALTH & SOCIAL CARE

## Year 12

This term in Health and Social Care we have started to work on our coursework after finishing our first set of exams in January. For Unit 5, the Extended Certificate class are devising a PowerPoint presentation and presentation of notes about ethical care and the importance of meeting individual's needs.

In Unit 8, the National Diploma class are producing a report about promoting public health. We have learnt and delved deeper into the origins and aims of the impacts to society as well as the importance of care provision in the UK.

Millie - 12R1

Unit 8: Promoting Public Health



Public Health  
England



## Year 13

Health and Social Care has enabled me to understand about many different sectors of work I can go into, for instance, teaching, therapy, nursing, social work, just to name a few, and has been instrumental in securing my decision wanting to pursue a nursing career.

Within the National Extended Certificate in Health and Social Care course, you will cover 4 units.

**Unit 1: Human Lifespan Development**, involves learning about the life stages, psychological theories, such as Piaget theory - stages of cognitive development, Bowlby's – Attachment Theory, life events, health issues e.g bereavement, divorce, cardiovascular disease and cancer etc, and how these impact individuals across life stages. Covering this unit strengthened my understanding and knowledge in so many topics, but in particular improved my exam technique.

**Unit 5: Meeting Individuals Care and Support Needs** and **Unit 12: Supporting Individuals with Additional Needs**. In Year 13, I certainly am more experienced and confident with wider reading and further research to include in my assignment, as well as having a better understanding of how different criteria within the unit require more depth, detail and needed further explanations. For example, a pass criteria may only require you to 'Explain' the challenges faced by individuals with additional needs, however in merit or distinction criteria would require you to 'assess' or 'evaluate' the challenges faced by individuals with additional needs, how it impacts them and how they can be overcome.

**Unit 2: Working in Health and Social Care,**

When asked questions about my own skills, attributes and the skills that all nurses need, I was able to refer to the 6C's I learnt in Unit 2.

Megan - 13B1





# HISTORY

Over the last term, History classes have been studying some of the most important areas of the curriculum.

**Year 7** students have completed their enquiry into the Norman conquest of England. Some classes even had the opportunity to re-enact the Battle of Hastings before analysing the reasons for William's victory.

**Year 8** classes have been tackling the impact of the industrial revolution on the lives of people living in Britain, including children in the mills.

In **Year 9** students have been investigating the rapid progress made in medicine and surgery during the period 1700-1900. This has included some rather gruesome discoveries about surgery and the re-enactment of some 19th century-style amputation in their own classrooms.

**Year 10** students have completed their analysis of the reasons why Hitler was appointed Chancellor of Germany in January 1933 and stand on the threshold of their next unit, which will investigate how he consolidated his power afterwards.

Meanwhile **Year 11** have been focused on understanding one of the great crises of the Cold War in Berlin and the building of the Berlin Wall.

Among other things, **Year 12** students have investigated the fall of Tsar Nicholas II in the first of the 1917 Russian revolutions. **Year 13** have been engrossed in analysing how Stalin came to power in the USSR after 1924.

The History Department is both pleased and excited to announce the launch of its **Sixth Form Subject Mentoring Team** this half term. The team has been put together by Mrs Gill and consists of six members of our fantastic Year 12 History cohort, who we have no doubt will be excellent role models for our younger historians.

These students have been handpicked for their extensive knowledge of the GCSE History course and their skills as expert historians. They have volunteered to give up some of their time to support the learning of their peers in the department. Having already achieved excellent results at GCSE History, they are ideally placed to do this.

The department's new Sixth Form Subject Mentors will begin by attending Year 10 and Year 11 History lessons, where they will be supporting the learning of students who are currently studying for their GCSEs. Our mentors have already received some training for their new role and are excited to be taking part in this new opportunity. We expect them to be on hand to give some one-to-one assistance and tutoring in lessons by fielding questions, sharing their subject expertise and guiding our GCSE historians in the development of their skills and technique.

We are delighted to see our Sixth Formers taking up this opportunity. Furthermore, we are pleased to give them a valuable chance to develop their own communication skills.

# LAW

## Year 12

We have finished studying the English legal system and the way in which our laws are made by both judges and parliament. In January we started looking at Crime, we have started to explore the rules behind criminal offences - such as *Mens Rea* and *Actus Reus*. This is our first opportunity to look at case law in detail and how Judge made law impacts on the laws we have in the UK surrounding Murder and manslaughter.

More recently we have been looking at strict liability- crimes where the *Mens Rea* is not required to convict someone. This had led to debates in lesson about whether this is morally acceptable? Can we convict someone of a crime if they don't have the *Mens Rea*? We have thoroughly enjoyed these debates! Year 12 Law students have completed a variety of practise exam questions around these topics and have all demonstrated a high level of understanding of this part of A level law. An excellent start to 2022.

## Year 13

In year 13 we have been looking at Tort Law- we have been looking at the areas of psychiatric damage in particular which culminated in us looking at the Hillsborough disaster and seeing what sort of victims might be entitled to compensation in Tort Law and who might not be. We have also been looking at Vicarious liability- another area in Tort law- where an employer could be liable for the actions of his employer. This encouraged lots of debate as some students argued that this was unfair and so we have been able to develop our A03 skills in our arguments.

We have just started looking at Law and morals, Law and Justice and Law and Society, looking at how morals and laws are linked and the relationship that exists

between morals and laws in the UK. This is another area where there is a lot of debate as not everyone believes that we have a common morality and that the people in power should be able to set out what is right and wrong. We have been looking at the work of positivist and natural law thinkers to help understand how this all works! The students have all been really interested in this area of law and they are keen to debate their point of views with each other. Well done everyone!

## Mock Bar Trial

The Law department has combined forces with the Citizenship department to run a mock bar trial, students have taken on the role of defence and prosecution barristers, we have been liaising with a undergraduate studying law at King's College London.

Students are currently working on their opening and closing speeches- they will then take part in a mock trial on the 9th March against lots of other high schools.

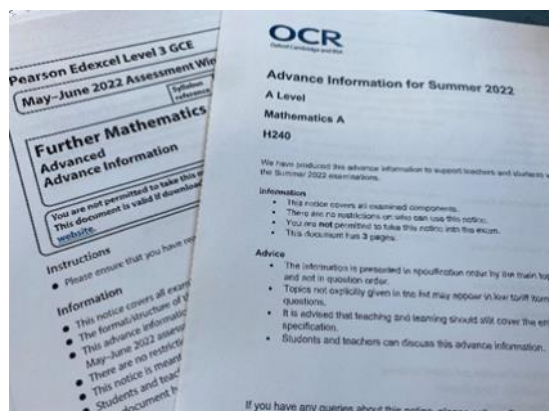


Above is our defence and prosecution team;

L-R Anael B, Daisy B, Erin D,  
Daisy C, Aaliyah FW.

# MATHS

## Key Stage 5



**Year 13** A Level Maths students will be able to access the Advance Information documents from the OCR (Maths) and Edexcel (Further Maths) sites from Monday 7th February. Together with Mrs Foley, Mr Alleston, Ms Sabulal and Mr Kumar, students will begin to prepare in more detail for each exam paper that they will take in the Summer.

**Year 12** continue to work through their first year of the A level course, and Mrs Foley would like to say a special well done to **Annabel, Janani** and **Amy** who are regular visitors to her Friday after school study session!

## Key Stage 4

### Year 11 Exam Preparation & Advance Information

The exam boards have been extremely generous in the amount of information that they have provided for the exams in the Summer. We now know what will be on each paper, so are in a very strong position to help the students do very well. We are currently putting together the material in preparation for the exams – all information will, as always, be on [www.chsgmaths.com](http://www.chsgmaths.com)

### Year 10 Continued Progress

Students continue to work through the 20 Units of work needed to complete the GCSE course. Each group moves at the appropriate pace for the class. We are seeing some outstanding results- In many

cases better than pre covid levels.

### Y9 SPARX

As with Year 7 and 8, Year 9 have also embarked on a new online learning and assessment platform. It is called **SPARX Maths** and is recommended by Cambridge University amongst other organisations to intuitively improve Student performance. It learns how students respond and adapts the questions to the students to ensure the right amount of challenge for each individual student. So please do not overly help your children with their homework - as the work will increase in difficulty gradually if they do well.

## Key Stage 3

### Year 7

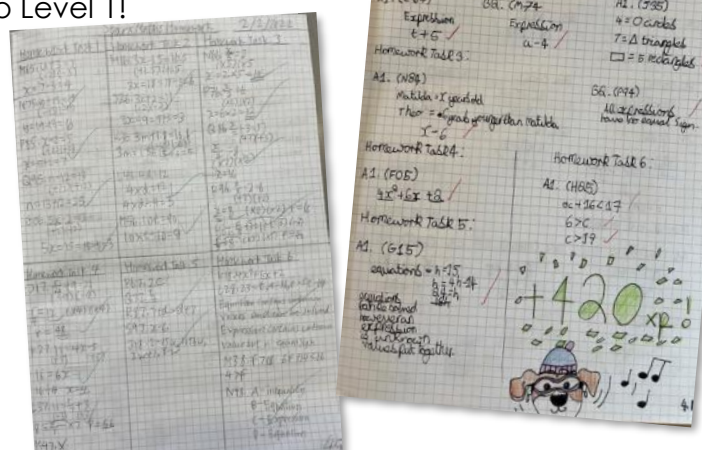
Students from Year 7 and 8 have been completing their maths homework on **Sparx Maths**. They have particularly enjoyed the points system and have been aiming for 100% completion on all their homework tasks.

Preparations for the **Count on Us Maths** competition is also underway and the KS3 students will take part in an in house tournament after half term.

### Year 8

Students in Year 8 have made an excellent start to the term. They are continuing to work through their maths booklets and remaining focused in lessons.

Congratulations to **Shaista J** (8mx2) for achieving over 10,000 XP (experience points) on Sparx Maths and moving up to Level 1!












# MODERN FOREIGN LANGUAGES

Our students are working on different aspects of the language they are studying. We have photographed a few activities so that you have a glimpse of the good work that is taking place in their foreign languages lessons and how hard they are working to turn into good linguists:

## Year 7

In their first year studying the language, not only they are acquiring plenty of vocabulary but also, they are becoming familiar with complex grammatical structures. For example, in this Spanish lesson they were learning about adjectival agreement. How adjectives have to match the gender and number of the noun they are describing and how it affects the verb, too.

9.8 We are going to try to make our writing more interesting. Use the following table to help you structure some more sentences. An example is done for you.

Ejemplo	Spanish	is	very	interesting.
	El español	es	muy	interesante.
Ejemplo 	Las ciencias	son	un poco	difíciles.
1 	Geography la geografía	is es	a little un poco	difficult. difícil
2 	Art el dibujo	is es	quite bastante	useful. útil
3 	Drama el teatro	is es	very muy	easy. fácil
4 	Maths las matemáticas	is son	a bit un poco	hard. difíciles
5 	Religion la religión	isn't <del>no es</del>	very muy	interesting. interesante

Highlighted in green, the student was able to successfully turn the verb and adjective into plural because the subject (Maths) is a plural noun. It is also a feminine noun and she modified the article at the beginning for the sentence accordingly. The verb was turned into a plural, as well. A lot of thought has gone into completing these sentences successfully.

## Year 8

Year 8 German are working on the topic of food and drink, and are currently learning different ways to talk about what they like or don't like eating and drinking. This week they have been learning how to use the German adverbs "gern" (for what you like doing) and "nicht gern" (for what you don't like doing). In today's lesson they read and translated a conversation about likes and dislikes, and then demonstrated that they could use the new language in a dialogue they wrote themselves.

9	- Trinkst du gern Limonade? - Ja, ich trinke sehr gern Limonade. Das trinke ich jeden Tag!	Do you like drinking lemonade? Yes, I very like drinking lemonade. I drink it every day.
10	- Trinkst du gern Schoko-Milch? - Schoko-Milch? Nein, ich trinke nicht gern Schoko-Milch. Das ist für Babys!	Do you like drinking chocolate milk? Chocolate milk? No, I don't like drinking chocolate milk. It is for baby's.
S.S. Du bist dran! Schreib einen Dialog. Write a conversation about arranging to go out for a picnic.		
Isst du gern Butterbrot? Butterbrot? Ja, das ist ok. Magst du auch Schinken? Ja, ich esse sehr lecker! Isst du gern Joghurt? Ne! Igt! Nein, ich esse nicht gern! Trinkst du gern cola und lemonade?		

# MODERN FOREIGN LANGUAGES

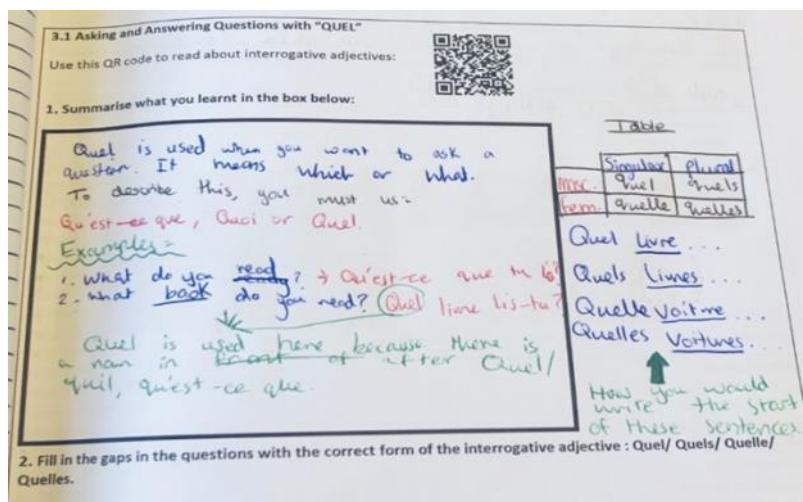
## Year 9

Year 9 French are currently studying the topic Technology in everyday life which is unit 2 (Theme 1: Identity and culture).

It's very important for our students to reflect on their learning and ask themselves questions and try to find solutions.

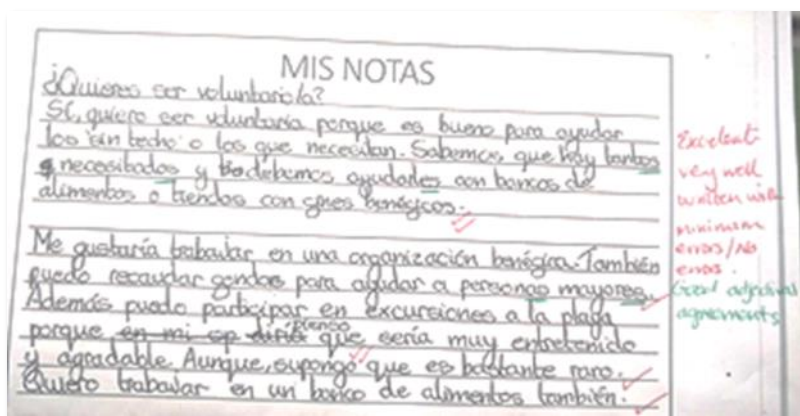
The focus of the lesson was asking and answering questions with "quel".

Students had to use a QR code to read about interrogative adjectives. Once they read it, they had to summarise what they learnt.



## Year 10

This piece of writing is from a year 10 Spanish student answering the question ¿Quieres ser voluntaria? Would you like to be a volunteer? She successfully uses complex sentence structures to express her opinions. She correctly uses adjectival agreements which have been underlined in green. This is also and is shown in the year 7 Spanish example and demonstrated how we revisit topics and grammar throughout the course and build upon previously acquired knowledge.

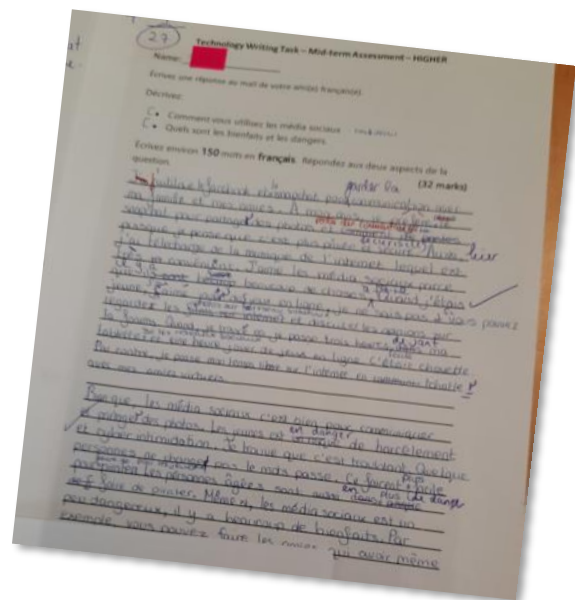


The student also successfully conjugates verbs and extends her sentences to explain why she would like to help and volunteer.

## Year 11

Year 11 French Higher Tier candidates have been working hard preparing for the 150 word question on the Writing paper. This is the most challenging of the writing tasks and requires a wide variety of language and must include the use of complex sentences showing confidence and fluency.

To score at the highest grade the piece of writing needs to be almost entirely accurate and the students are expected to write in a wide range of tenses including past, present, future and conditional.



Miss Ogden and Miss Gravenor have seen a consistent development in all year groups this term. Students are focusing on their music making and talking like a musician more. We are able to build on the skills and knowledge they discovered in the first term and we are proud to see so many confident students enjoying their music lessons.

## **Year 7: Music of Asia**

Year 7 have been looking at how melodies have been created and focusing on the music of China and Indonesia in their current topic. Students have discovered how to read notation using the treble clef and implementing this through pentatonic scale compositions. Students have loved being able to use the keyboards as their confidence in this is improving lesson by lesson.

*'I have enjoyed being able to learn where notes of the keyboard are and composing my own music.'* – Sasha 7G2

## **Year 8: Rap & Grime**

Year 8 have been developing their lyric writing and composition skills using SoundTrap this half term. We have focused on the characteristics of rap lyrics, including slang, different types of rhyme and repetition. Students have then used this knowledge to write their own raps about school life or something they want to change. A memorable rap about Covid-19 was a personal favourite. Alongside this, students have been using music technology to create their own tracks to support their lyrics. They have been focusing on using drum machines and EQ changes to support this and each piece is completely different. This is a topic in which students are allowed much more creative freedom and the output from them has been outstanding.

## **Year 9 Extended Curriculum**

With a new class rotation, the extended curriculum focuses on how dance music has developed and changed via Baroque dances, bhangra, disco and EDM. We thank 9MX1 and 9MX2 for their hard work and dedication and wish them well in their next rotation of subjects and we look forward to meeting our next set of students.

## **Key Stage 4**

**Year 9** students have been focusing on the development of the orchestra over time and developing their ensemble performance skills. A real highlight was a flute and piano trio from Miss Gravenor's class where the students ensured real connection between all involved and portrayed a beautiful performance. Miss Ogden's group have made great progress with this aspect too and were experts on Classical period music composers and learning a piece of Mozart to support their work.

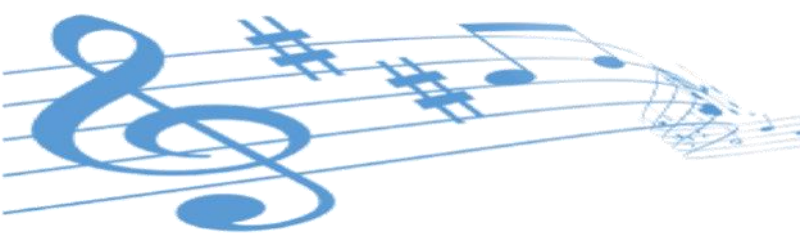
**Year 10** have been looking at music for ensembles in their current topic, but also looking more about composition and skills to develop using this. Some students have found their compositions easier when using their instruments and others using music technology. Each student has also developed set melodies and harmonised these using chord structures from the key signature to develop their melodic writing. The group composition tasks have been incredibly successful in unlocking their creativity further.

**Year 11** have been focusing on Area of Study 4 – Popular Music. Their confidence with their set work 'Africa' by Toto has been outstanding and they all worked hard for their mock exam in this area. There are claims the song has been 'ruined' for them as they know far too much about it.



# MUSIC

Always a good thing for a set work – it means they understand it and are thinking and analysing the music effectively. We are continuing with composition and performances – these are getting closer to the deadline and we want all Year 11's to continue the hard work for their NEAs over the next few months.



## Key Stage 5

The current Year 13 students are working incredibly hard on their 3 areas of study. This half term we have focused on the development of the symphony, looking at Haydn's 104 in detail as a set work. We have also been focusing on the twentieth century module where we have analysed Debussy's 'Nuages' along with lots of practice questions and wider listening. All pupils completed a mock performance recital and we are looking forward to welcoming the Eduqas examiner in the near future!

Head of Department: **Miss R Golightly**

Code: **Pe / Pl / St**

# PHYSICAL EDUCATION

## Year 7 PE

Year 7 have been working on either a gymnastics or games unit, for example, netball or football. Students have learnt core skills in isolation and then have demonstrated how to apply core skills learnt into game play. Year 7 will move onto either gymnastics or a games unit, for example, handball or hockey.

## Year 8 and 9 PE

Students have been expanding their knowledge of games, for example, handball, netball or football or in badminton. Students have learnt core skills, rules and tactics for the sport they are studying. Students have then applied their knowledge learnt into a competitive game situation to demonstrate their knowledge further. Students will go on to further their knowledge of a new games unit or badminton.

## Year 9 GCSE PE

In theory, students have studied the importance of having a balance diet and risks associated with leading a sedentary lifestyle. In practical, students have been studying core skills and applying these into different competitive situations. Students will study classifications in theory and will study a handball in practical.

## Year 10 GCSE PE

Year 10 GCSE PE have just completed their unit on principles of training in theory and have started to link all principles of training with a sporting example. In practical, students have been focusing on core skills and applying these into a competitive game in preparation for their coursework unit. Students will be starting coursework in both theory and practical lessons.

# PHYSICAL EDUCATION

## Year 11 GCSE PE

Year 11 GCSE PE have been studying the skeletal and muscular system in theory and have been applying their knowledge into sporting examples. In practical, students have been studying badminton, with a key focus on core skills and applying these into a competitive game. Students will study the heart and respiratory system in theory and will study games in practical.

## Other PE Activities

Our co-curricular programme is in full swing again this term from badminton, trampolining, gymnastics, fitness, football and netball. The football season is well under way now and the U12's team are currently undefeated....good luck for the rest of the season! The U16 have started the season off well and have a number of games coming up next half term!

The netball season is also in full swing, the year 7 team has grown from strength to strength this season and have won 5 out of their 7 games with the other two resulting in a draw. The year 8s have won all 7 games and we now await the results of the season. The success has continued with the year 9 and 10 netball team and both teams are continuing to grow from strength to strength with a win after win....good luck for the rest of the season!

## Sport Scholarship Profiles

**Name:** Amy A

**Year:** 11

**Main sport:** Rugby

**Who do you play/compete for:**

Sutton and Epsom RFC

**Interests:** I enjoy all sorts of sports, mainly being Rugby and Running. Exercise and keeping healthy is very important and playing sports releases serotonin needed for a healthy lifestyle.

**Sporting goal for this season:** To get to the final of the Waterfall Cup Rugby Competition taking place in March 2022.

**Sporting achievements:** Jack Petchey Award through Rugby. Frank Lock Award x2. Winners of the Harlequins Cup 2018.

**Name:** Asia L

**Year:** 7

**Main sport:** Gymnastics/cheerleading

**Who do you play/compete for:**

Unity Allstars

**Interests:** Competitive sport

**Sporting goal for this season:** To medal at world championships for Team England.

**Sporting achievements:** Being selected for the National team.



## **Year 7:** **Can we prove God?**

Year 7 have recently completed a 'Code Breaking' unit where they studied symbolism and interpretation within religious belief. We are now exploring the question, 'Can we prove God?' where we are discussing religious and philosophical arguments for the nature and existence of God, as well as debating whether it is possible to hold religious belief in light of seemingly contradictory evidence. Students are learning about different expressions of 'God' in faith traditions and using these to help evaluate their own thoughts and ideas.

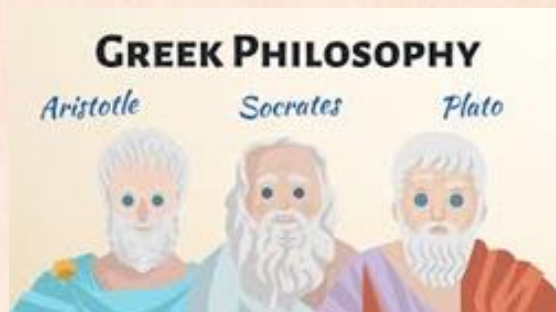
## **Year 8:** **Does evil and suffering challenge religious belief?**

Year 8 Religious Studies have just begun a new unit entitled 'The Problem of Evil and Suffering' where we are considering the impact of the existence of suffering on religious belief, and the challenge this may pose to belief in God. Students have been engaged with high-level discussion and debate in the classroom, and we look forward to hearing their ideas develop over the next few lessons.

## **Year 9:** **What is Philosophy and Ethics?**

Our Year 9 carousel classes have been studying Ancient Greek Philosophy and an introduction to Ethical Theory, asking questions such as 'Can we prove God exists?', 'Is an action right if it produces the most happiness for the greatest number of people?' and 'If I am trying to do the right thing, does it matter what the end result of my action is?' We've been impressed with the excellent philosophical

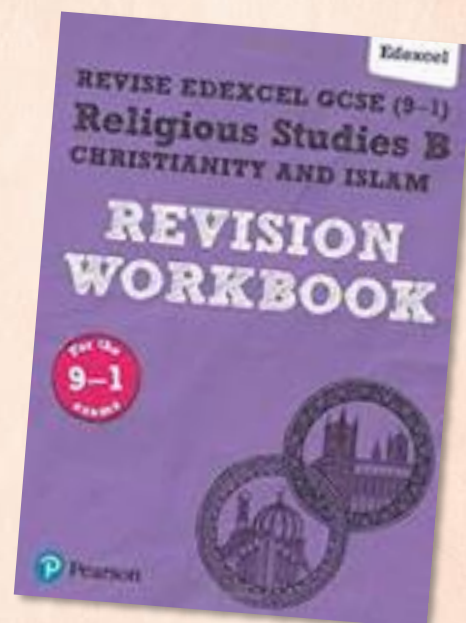
thinking that has gone on in the classroom and students have enjoyed grappling with big questions.



## **GCSE Religious Studies**

Our GCSE Religious Studies are making excellent progress with their courses; **Year 9** have been learning about Muslim beliefs and how these beliefs impact daily practices, **Year 10** have been exploring big questions in medical ethics such as abortion and euthanasia, and **Year 11** are working hard to prepare for their February exams.

We have recently revised 'Crime and Punishment' and are now exploring Christian beliefs and the impact on ethical decision-making. A reminder for Year 11 that there are drop-in sessions running every Thursday from 3.15 until 4.00pm, and we encourage students to make use of these for additional help and support in the lead up to their exams.





# SCIENCE

It's been a busy term for the Science Department!

**Year 11** students have set their exams before the half term in preparation for the summer external exams – We've been busy getting lots of revision resources ready to help you with your revision!

Advanced information for the GCSE and A-Level exams has been published by the exam boards and the last few topics are being taught to both Year 11s and 13s over the next few weeks.

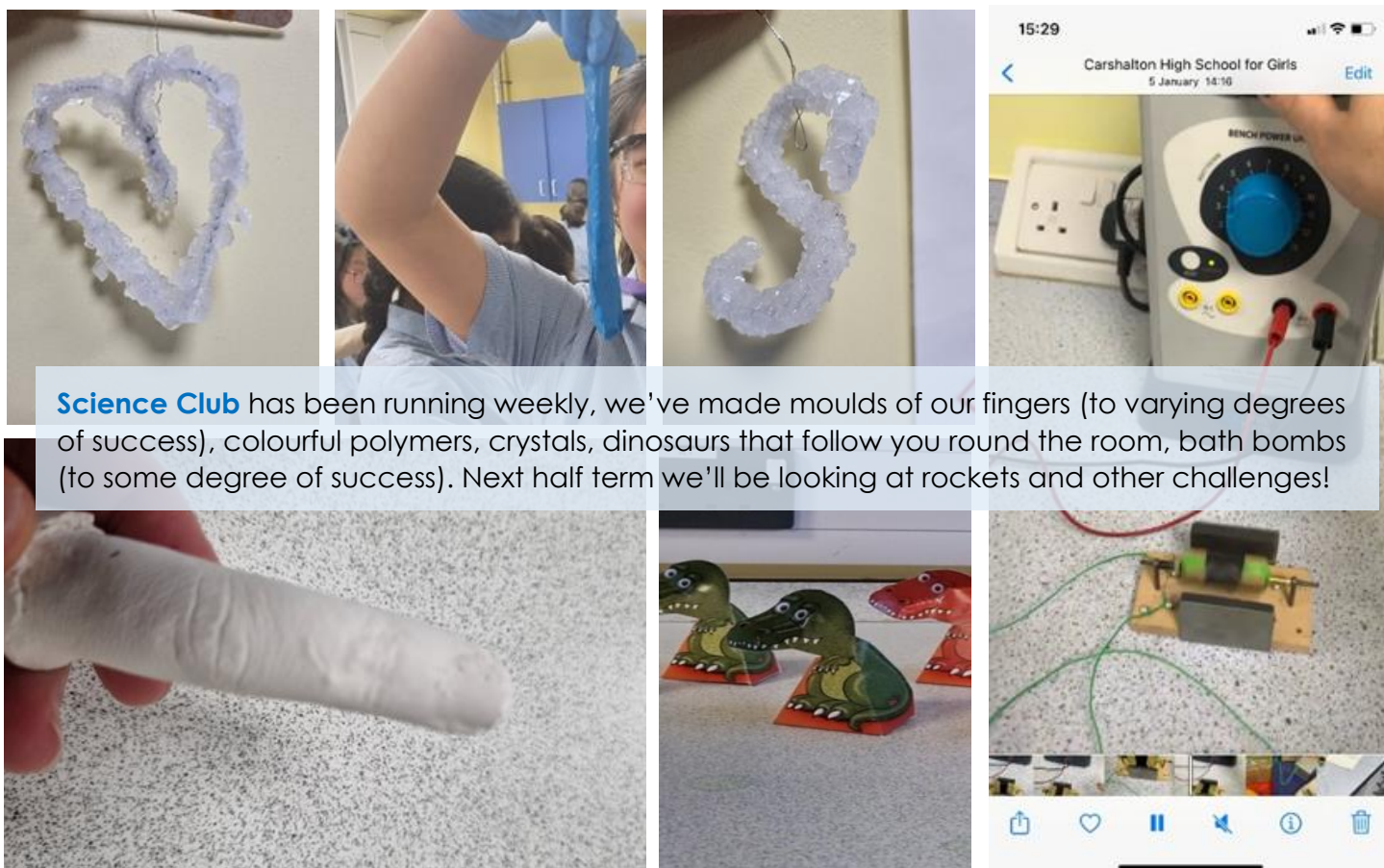
**Year 7s** have had class changes so are getting to know their new teachers and classmates. The science department is really impressed with how well all of Year 7 have taken to high school and Science lessons in labs! We'll be doing a lot more practical work this term, so make sure to bring something to tie your hair up with!

**Year 8s** have worked really well this year and again are going to be doing more practical work over the coming weeks as we start looking at different chemical reactions

**Year 9 and 10** have made great progress through their GCSE courses so far and now we are back in the labs properly and covid restrictions are easing, we can start completing more practical work to enhance the learning.

Our **Year 12s** have had a positive start to their Sixth Form courses and we have had some great role models from students coming to help in classes and clubs in the lower school.

We are now on a 10-week countdown with our **Year 13** students. Having now got the Advance Information enables our students to focus on the key areas that will be assessed in the exams in the summer. We have had guidance on what is required for practical work and we know our students will give 100% effort in the final few weeks.



**Science Club** has been running weekly, we've made moulds of our fingers (to varying degrees of success), colourful polymers, crystals, dinosaurs that follow you round the room, bath bombs (to some degree of success). Next half term we'll be looking at rockets and other challenges!

# PSYCHOLOGY

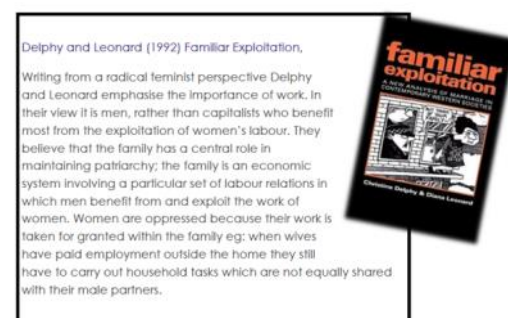
This half term, Year one Psychologists have been studying the ethics of Neuroscience. In particular we examined how new technologies like **Neuralink**, have the potential to radically alter how we as humans interact with the world. While this has many benefits, it also comes at a great cost. By interacting with the world through devices like **Neuralink**, we are obliged to share some of our innermost thought processes with the rest of the world.

Year two (Year 13) Psychologists are now preparing for their final exams. The exam boards have released their 2022 exam guidance and we are preparing accordingly. There will be a great deal of work ahead but this also brings much opportunity for students to really excel in their final exams.

# SOCIOLOGY / CRIMINOLOGY / POLITICS

## GCSE Sociology

**Year 9 Sociology** students have been studying the topic of Families and Households. They have been analysing and evaluating a range of perspectives on families, including the radical feminist perspective. Students have enjoyed looking through case studies on alternative family types, including cross cultural examples.



### Class

#### Attainment by disadvantage

Table 2: Attainment by disadvantage status, England, 2018-2019 (state funded schools)

		Disadvantaged pupils	All other pupils	Difference
End of key stage 4 cohort	2018	141,136	382,490	n/a
	2019	143,816	395,752	n/a
Progress 8 <sup>1</sup>	2018	-0.44 (-0.44 to -0.42)	0.13 (0.12 to 0.14)	-0.57
	2019	-0.45 (-0.45 to -0.44)	0.13 (0.12 to 0.13)	-0.58
EBacc entry	2018	26.4%	42.8%	16.4pp <sup>2</sup>
	2019	27.5%	44.5%	17.0pp
Achieving English and mathematics (at grades 9-5)	2018	24.9%	50.1%	25.2pp
	2019	24.7%	49.9%	25.2pp
Attainment 8	2018	36.7	50.1	13.4
	2019	36.7	50.3	13.6
EBacc average point score	2018	3.07	4.40	1.33
	2019	3.08	4.43	1.35

**Year 10 Sociology** Students have been studying the topic of Education, focusing on social factors affecting educational achievement. Students have been analysing classic case studies investigating why working-class pupils underperformed at school.

**Year 11 Sociology** students have been working on their final unit of Crime and Deviance, with a particular focus on social groups and criminality. Students particularly enjoyed working on a female serial killer task, applying criminological theories to a range of case studies.



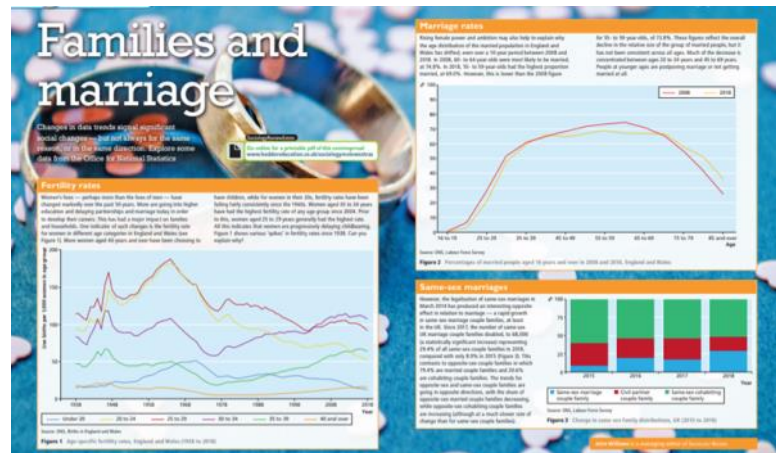


# SOCIOLOGY / CRIMINOLOGY / POLITICS

## Sociology A Level

Year 12 sociology students have been working on the topic of family diversity, focusing on changing patterns of marriage and divorce.

Year 13 students have been studying the effects of globalisation on crime and the media, making connections between types of crime and media representations of crime.



## Politics

# Liberalism

Despite liberal parties struggling to gain footholds, the ideas of classical liberalism and modern liberalism have profoundly influenced landmark reforms in the UK and the USA

### Influences on UK and US politics

**ACTIVITY**  
Make notes for a class discussion on the ways that modern liberals have built on, or departed from, the ideas of classical liberals.

**Download this poster at**  
[www.boddeeducation.co.uk/politicsreviewstras](http://www.boddeeducation.co.uk/politicsreviewstras)

**John Locke (1632–1704)**

Locke was a key Enlightenment figure who applied rational thought to the nature of government. Locke disputed the divine right of kings and argued that the state was the creation of humankind. This was the principle of 'government by consent'. The state was a result of a social contract between citizens and the government. Government was subject to the consent of the people, in return for which the people agreed to obey its laws. Government should be limited and its powers should be divided between different agencies, largely government and an elected legislature.

**Mary Wollstonecraft (1759–97)**

Wollstonecraft's liberal philosophy had a profound influence on feminist ideas. She believed that human nature was naturally positive and individuals naturally rational. Wollstonecraft argued that women were as rational as men and should be granted formal equality under the law, the right to vote and the right to be educated.

**John Stuart Mill (1806–73)**

Mill argued for restraint by the state, leaving individuals free to take whatever actions they judged fit, provided this did not harm others. He has also been described as an early feminist, as he was an advocate of votes for women. In Mill's early writings he argued that government should interfere as little as possible in society and the economy. He later modified his views, arguing that the state must intervene to help individuals attain developmental individualism. He saw these ideas, which influenced modern liberalism, as a natural continuation of classical liberalism and not a contradiction.

**T.H. Green (1836–82)**

Green argued that freedom should be understood in a positive rather than a negative sense. This conception of freedom would see the state play a proactive role in assisting individuals to improve and maximise their innate talents, which would contribute to the common good of society. Green argued that this could be achieved if society removed hereditary privilege and the state took on a more positive role to tackle poverty in its various incarnations: ignorance, disease, housing, and exploitation of the workforce.

**Betty Friedan (1921–2006)**

Friedan's ideas developed from classical liberalism (the importance of individualism) through to embracing modern liberalism (the enabling state). Initially she argued for individual freedom, arguing that women were the victims of discrimination and of restricted opportunities because of the patriarchal nature of society. Friedan was later influenced by modern liberalism and the idea of the enabling state helping women achieve their potential via state benefits to single, divorced and widowed women. She also advocated change in social institutions to allow all people to achieve their potential.

**John Rawls (1921–2002)**

Rawls is considered the most important exponent of modern liberalism. His ideas have influenced strands of conservative and socialist thought. Rawls argued for justice and fairness and believed that everyone would agree to the positive freedom of an enabling state if they thought about it rationally (the veil of ignorance example to illustrate this point). Moreover, Rawls argued that a just society must provide equality of opportunity for everyone and this could only be achieved by the state taking a larger role in society, funded by progressive taxation.

Year 12 Politics students have been researching Prime Ministers from Margaret Thatcher to the current Prime Minister, Boris Johnson. They have been focusing on the introduction of key policies and their relationships with their cabinets.

Year 13 Politics students have been studying political ideologies. They are enjoying the study of Liberalism and its impact on UK and US politics and will soon be starting to compare liberal and conservative ideas.

## Criminology

Well done to Year 12 and 13 students for completing their controlled assessments this half term! Year 13 students have now started their final unit of Crime and Punishment. This unit focuses on different forms of social control and how effective they are in deterring crime. Year 12 have started their unit on criminological theories, with a particular focus on biological, psychological and sociological explanations of crime.

