



# CHILDWALL SPORTS & SCIENCE ACADEMY

LYDIATE  
LEARNING TRUST

**CELEBRATING OUR STUDENTS' SUCCESS:  
YEAR 11 AND SIXTH FORM**



# Headteacher's Welcome

Dear Parents and Carers,

Welcome to our new look CSSA newsletter. Issue 1 shines a spotlight on Year 11 and Sixth Form and what an impressive spotlight it is!

Since joining Childwall I have set about working with students and staff to find more opportunities for us to celebrate and share what we do well. This newsletter is a perfect example; make note it is our intention to spotlight different aspects of our school as we progress throughout the year.



Students and staff in school have heard me express my gratitude about how well everyone at Childwall Sports and Science Academy has adapted to new ways of working during this global pandemic, and I reiterate that sentiment again. This has been the toughest period of my teaching career to date and yet I am privileged enough to be asked to introduce a new publication that shows off our students work and positive attitudes to a wider audience. The work you see within this newsletter demonstrates determination and our students' pride, and positive attitudes to learning. Students and teachers have worked incredibly hard to maintain the high standards of work expected within our school whilst working from home, and I believe that everyone deserves congratulations, including our parents. We value all parental support, as we recognise how vital parents are in driving success.

I hope you enjoy viewing our students work and finding out a little more about their studies. Well done everyone. I am already looking forward to issue 2.

Kind regards,  
Ms Vincent



## A message from our Chair of Governors

Dear Parents and Carers,

I wanted to write to you to say a huge thank you for your continued support of the staff and pupils of Childwall Sports and Science Academy (CSSA). When I was appointed at the beginning of this academic year, myself and fellow governors had plans to be highly visible within the school community, we were excited to meet you all. Unfortunately, the restrictions around COVID-19 have made that almost impossible. However, please feel reassured that as an Academy Governing Committee (AGC) we have been in regular contact with Ms. Vincent and her senior leadership team, holding regular virtual Governors meetings and catch ups.



We are delighted to learn that as a school community, students of CSSA have adapted to online learning superbly, attendance and engagement is high and the feedback from teachers and students has been welcomed. As a parent myself, I know only too well how difficult it can be to juggle full time working and supporting your children learning from home, and we appreciate your continued support.

As Governors, we hope that during this lockdown you have been able to witness the hard work that all the staff, and wider team within CSSA and the Lydiate Learning Trust have gone to, ensuring that students can access high quality lessons. We are so fortunate to have such amazing and committed teachers in our school. Following the Government announcement to reopen schools and the plans ahead, I am almost certain there will be further safety measures in place for when students can attend school once more, including lateral flow testing, social distancing, face masks in communal areas, and the continuation of school bubbles.

I would encourage you to ensure your children comply with these rules. When it is safe to do so, my fellow Governors and I will be in school, and we look forward to meeting many students, parents, and staff members. Until that point, stay safe and once again thank you.

With very best wishes,

Marie Tormey

Chair of Governors – Childwall Sports and Science Academy.



Hello Year 11!

Firstly, we would like to tell you are extremely proud of the way you have handled yourselves during this pandemic. It has been a steep learning curve and rest assured that we cannot wait to have your lovely smiling (Ahem!) faces back in front of us soon. We know that GCSEs are possibly one of the greatest challenges you can face, and for you, they have come at a time when there is some additional uncertainty! Each Year 11 cohort before you will have felt some anxiety during this point in their educational career. Exams are there to test you, and while they are not meant to be easy, they offer you a chance to prove what you have learned during your school career. They do require a significant amount of work, but with this comes a sense of achievement. Your teachers are expecting you to revise and produce good quality work to deadlines – this is no different to how it is for students every year. They want you to do your best and to be proud of yourselves.

Mrs Koermer has been busy sending you e-mails about careers opportunities too, so I really hope you have taken some time to think about where you would like to be in September 2021. Our Sixth Form has a number of fantastic courses at Level 2 (GCSE) and Level 3 (A-Level equivalent). Mr Tyrer and Mrs Payne are currently working through applications and if you have applied you will be hearing from them shortly using this link: <https://www.childwallssa.org/6th-form-at-cssa/apply-now/>

Your teachers are trying their best to make everything manageable for you in the current climate, though the exam boards will still expect you to produce exam grade work. Rest assured teachers are giving you every opportunity to provide the best evidence possible. In the next few weeks, we will be assessing you more formally with exams and assessments. It is vital that you make every effort to produce as good quality work as you can so we can build up that evidence that we will need to prove your ability.

In your assemblies, and in emails and phone calls, Mr Rietdyk, Ms McShane and I have endeavoured to ensure you have some mechanisms in place to support your mental health. If you need a listening ear and/or someone who can advise on strategies for anxiety/disturbed sleep patterns etc., there are organisations such as YPAS, [www.youngminds.org](http://www.youngminds.org), [www.talkliverpool.nhs.uk](http://www.talkliverpool.nhs.uk), or [kooth.com](http://kooth.com).

Please don't hesitate to use these mechanisms, including us in school, if you need help - you are not alone. Please let us know how you are feeling: if there is anything we can do to help, we will. Remember, stay in contact with your subject teachers if you are struggling with work or deadlines, so you can come up with a way forward together.

Take care and we will see you soon,

Miss Tomlinson, Mr Rietdyk and Miss McShane - Your KS 4 Pastoral Team



To all Year 12 and 13 students, I want to say thank you for your continued effort during these uncertain times. As we move into March you should look back and be proud of what you have achieved since September.

We need to look for the positives and still push ourselves to meet our personal goals.

Year 12 you are early in your sixth form journey, but this experience will be helpful for a future that will certainly become very digital. Keep working and before you know it you will be focusing on the next stage of your journey.

Year 13 you have adjusted brilliantly and dealt with the individual pressure of Coursework, Exams and UCAS applications with amazing composure and maturity, now to see it all through to the end goal.

## **UCAS Applications**

We are delighted with our students' applications to university this year. A total of 31 students have made applications through UCAS, all being submitted before the deadline on 29th January.

The students have applied for a very wide range of courses and many have received some excellent offers, with more coming in every day. One student, Michael Gillespie, has been lucky enough to receive two unconditional offers for his chosen courses. I'm sure all those who teach Michael will agree that this is well deserved.

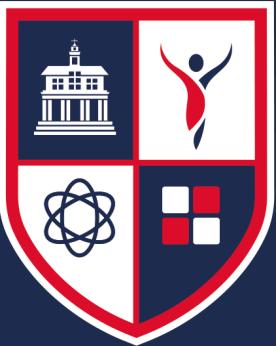
Students have applied to universities and courses right across the UK, one as far as Aberdeen and another in Belfast! We are incredibly proud of all our students who made the decision to apply this year and during these uncertain times. Due to Covid, they were unable to have the same support and access to the universities as they would have in previous years. Well done to all our applicants!

## **Attendance**

Well done to Kian Fook-McGowan (Y12) and Michael Gillespie (Y13) who both have not missed a single lesson this entire academic year.

We look forward to seeing you all back soon.

Mr Tyrer - Head of Sixth Form



**Careers@  
Childwall**

Many Year 11s have been in contact with Mrs Koermer at [Careers@Childwall](mailto:Careers@Childwall) to actively research, explore and plan their next steps following Year 11.

Students have asked about apprenticeships, vocational courses and discussed their A-level options. A big shout out goes to Ameer who thanked Jon Middleton from Alstom on behalf of all Year 11s at Childwall, for his work on recording a video about apprenticeships with Mrs Koermer.

Another shout out goes to the students from Year 11 who responded to the offer to take up additional subject tutoring with undergraduates from the University of Liverpool.

Finally, a big “Well done” to everyone else who is currently demonstrating key employability skills such as self-motivation, resilience, adaptability, and creativity to tackle their schoolwork.

## KS4 History Book Club 2021

**Starting from Wednesday 3rd March, there will be a remote history book club to be held on Teams during Wednesday lunchtime. (12:55-13:30)**

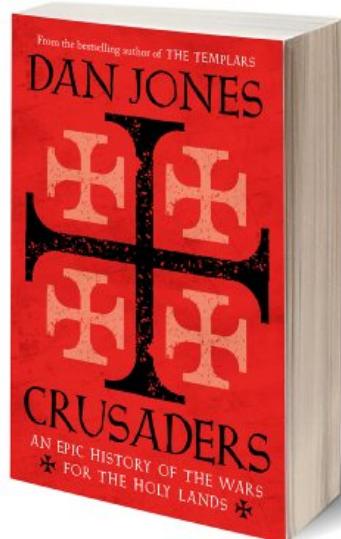
**This will be hosted by Mr Parkin, Miss Westall and Mr Robertson.**

### **How will this club work?**

People who join the club will read 2-3 chapters of the book, in their own time and at their own pace, and we will discuss our thoughts and findings during the weekly session. This is a great opportunity to enhance literacy, oracy and debating skills.

### **Which book will we be reading?**

The first book is ‘Crusaders’ by Dan Jones (pictured right). He has very kindly agreed to supply some copies of his book to the school free of charge! If you are interested, then please email Mrs Holme or Miss Westall to confirm.





Our Yr11 OCR Sport Studies students managed to develop and submit their sports leadership coursework for the January exam series. This unit develops the knowledge and understanding of what it takes to be a good leader, a skill that transfers into all walks of life.

After initially studying what key skills and qualities a sports leader would need, they have then gone on to plan and deliver some outstanding practical sessions.

Special mention to Armani Mills, Ryan Charnock, Edward Quine and Gerrard Kelly for adapting their sessions back in December during this disrupted time. It was fascinating to watch the students reveal their true character when leading their peers through their planned lessons,, realising their true potential, and breaking down the confidence barriers many young people face.

A special mention also goes to Ameer Ali for his outstanding work throughout this unit displaying maturity and reflection when evaluating and reviewing his session. Connor McCarthy, India Denham, Josh Covell, Molly Scully and Jack Rigby also deserve recognition for their online commitment and engagement throughout the delivery of the next phase of sports studies-, developing practical sport.

Although we can only review the strengths and areas for development at this stage, we hold onto the hope of playing sports soon during our PE lessons. Keep up the excellent work and remember...

**'Do or do not, there is no try' - Yoda, Star Wars Episode V, The Empire Strikes Back. 1980.**

- Mr Bird



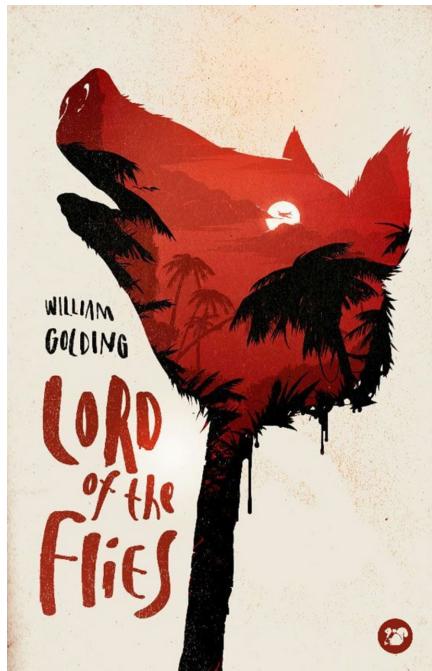
It has been a challenging year so far, and its only March. Our Year 12 BTEC Level 2 group have already learned about methods of training and then sat an exam on this. They are now completing a new assignment, looking at the impact of their own personal achievements in playing sport.

Over the lockdown, they have had to explain the rules of two sports and are now looking at the fitness requirements of those sports. Not as easy as it sounds. They have produced some excellent work throughout, and in great detail. I am sure that this will continue throughout the course and I look forward to them getting some excellent grades from the exam board and moving onto Level 3, staying within the faculty.

Special praise goes to Chloe Taylor and Eve Keating, who have produced some fantastic work.

- Mr Cheetham

# English



Miss Grue's Year 11 students are currently revising "Lord of the Flies". Students have completed a pre-assessment task, looking at character and foreshadowing in the opening pages of the novel.

Below is a sample of work by Year 11 student Jamie Jones in response to a critical essay, written by the author, William Golding, called "Fables". This was more of a deeper thinking A'level-style task that explored some of the psychological and social theories behind the text.

### **1. How could you justify calling 'Lord of the Flies' a fable?**

You could justify calling Lord of the Flies a fable because a fable is a short tale conveying a clear moral lesson in which the characters are animals acting like human beings. A fable is intended to provide moral instruction and its characters and scenes are drawn to suit this purpose. William Golding has referred to his novel, Lord of the Flies, as a fable. The novel functions as a fable for the implicit tendency in man to revert to primal savagery once he is removed from civilization. We are left with the caution that evil must be acknowledged and consciously opposed.

### **2. What does Golding identify in the essay about the failings of society?**

Golding identifies the failings of society by showing that even the smartest and most civilized people will become savage if they are left to their own device for example, Roger at the start of the novel he is very civilized and upholds the morals that he has been taught by his parents we see this when Golding says into which he dare not throw. Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law. Roger's arm was conditioned by a civilization that knew nothing of him and was in ruins. And compared to later in the novel when he pushed the boulder that kills Piggy it shows how he has changed from a posh, well-mannered boy to a savage, monster who kills for pleasure. In the beginning, all of the boys were acting as normally, but as the fight for survival arose, they became strong, both mentally and physically. The conflict which was originally man versus nature, quickly takes a turn for the worse and becomes man versus man. The boys who were once a team and confused, become fearful and independent very quickly.

### **3. Using your knowledge of the text, can you spot any other criticisms that Golding raises against society?**

At the time Golding wrote the novel, Lord of the Flies, the world was caught in a war with itself. Certain events during WWII such as the holocaust led people to begin to question civilization and human nature. Golding uses the Lord of the Flies as a social criticism that analyses how a civilized culture can still commit primitive and even barbaric acts. Golding uses symbolism to create social criticism. In Lord of the Flies, the conch represents democracy and order. Initially, the conch is perhaps the boy's closest link to civilization, it is their form of government. Where Golding wrote, "Ralph smiled and held up the conch for silence." shows how the conch calls for respect towards the beholder. However, the farther through the story the conch holds less and less power, symbolizing how the boys are slowly reverting from their government and order to a more primitive savage state. Therefore, it can be inferred that the government is the only connection between humans and civilization and without law; people revert back to their naturally evil selves.



## Year 13 Business and Enterprise students delve into the fascinating world of business innovation.

The COVID-19 pandemic has profoundly influenced the lives of most people on the planet. It has changed daily activities; something as simple as a walk in the park is perceived very differently now. The same is true for businesses. Many businesses have shut down or changed to accommodate social distancing. Innovation has been at the centre of successful businesses for many years and the pandemic has witnessed the race to develop new innovations such as new ventilators and covid vaccines. Businesses have had to find innovative solutions to accommodate social distancing and maintain sales during the biggest economic crisis since the second world war.

Since January 2021, Year 13 have been busy researching some of the most innovative businesses on the planet including: Amazon, Microsoft, Mercedes-Benz, Space X and Apple. The task has really inspired the class and they have enjoyed researching in-depth the innovations that have lead to the global success of these pioneering businesses. The quality of their research is really shining through in their reports as they discuss and evaluate how innovation has impacted business success.

Below is an extract from Aaron Hilton's well written and comprehensive report. His passion for cars, made selecting Tesla a natural choice for his Innovation Report. In this extract, he discusses how Tesla has adapted during the pandemic with innovative solutions.



*One of the first reasons Tesla has innovated was because of the unexpected pandemic that hit us all in the first quarter of 2020 and is still very much impacting life in 2021. As governments around the world told people to stay home, one of the many impacted areas of business was car dealerships and their ability to sell cars. This is because people were not able to leave their homes to look around at different cars and pick them up from the dealership.*

*This meant for many dealerships that cars sat around for months in showrooms as people could not view the cars but most importantly these showrooms did not have a car delivery service because of restrictions and local laws during the pandemic and not having the resources to deliver cars. In addition, car dealers, are finding it hard to get people back into the showrooms and trying to persuade people that the showrooms are safe. These problems haven't affected Tesla because when restrictions were loosened, Tesla instantly begins shipping cars directly to consumers while dealers struggle to reassure customers that it's safe to visit newly opened showrooms, and many are trying the online service of selling cars for the first time and are adjusting to it slowly.*

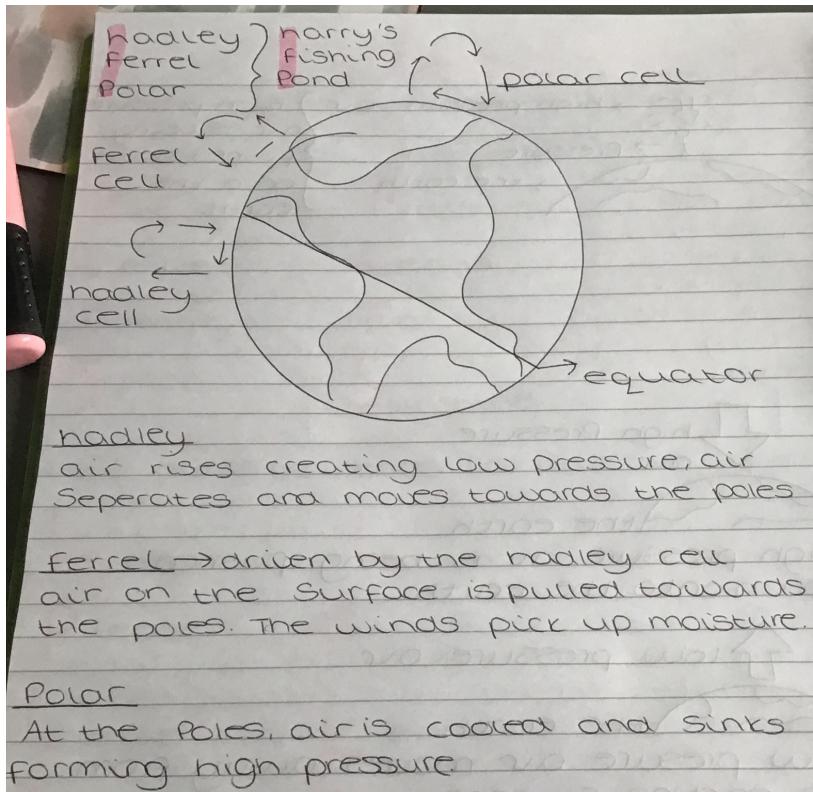
*This has benefitted Tesla massively because Tesla is expecting its growth to be 40% in 2020 while competitors have been in decline since the start of the pandemic. If Tesla did not innovate in these times Tesla could have been in the same situation as competitors that have an expected decline of 20-25% in growth."*

Well done to all Year 13 Enterprise students who have shown a superb attitude to learning while working remotely.

- Miss Maddock



# Geography



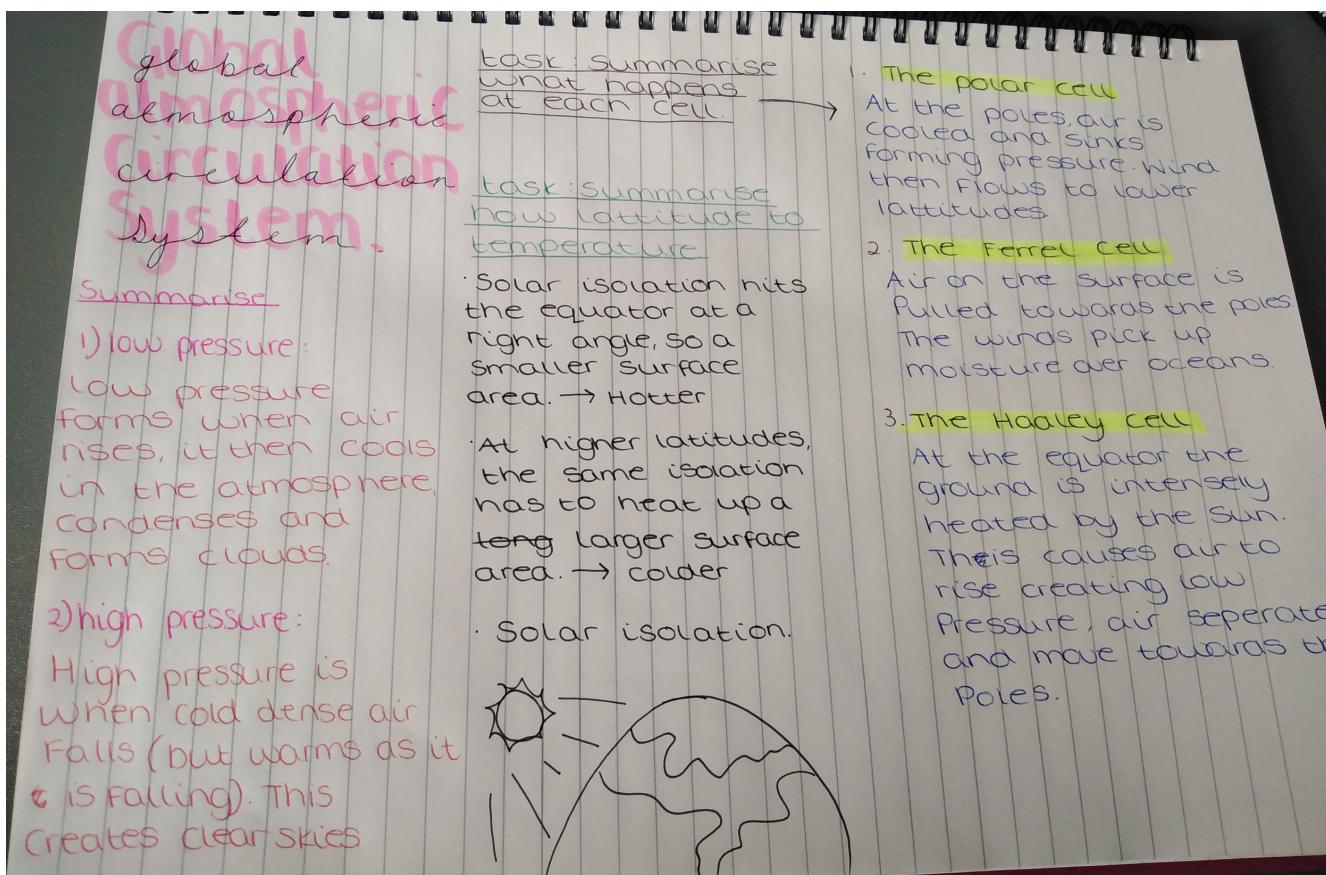
Geography students have been working well at home and we have been impressed by the work they have submitted.

Here is some brilliant work here submitted by Jess Whaley.

Jess has come up with some very creative ways to help her, and the class, remember the weather conditions associated with different types of air pressure and the complex processes involved in global atmospheric circulation.

Well done Jess.

- Miss Sheils





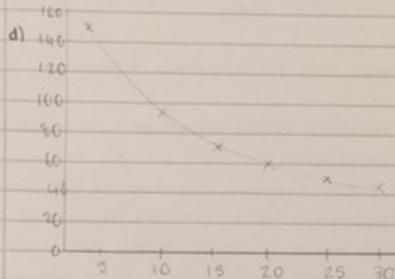
Esra has produced some fantastic and beautifully presented Chemistry work since we have been learning remotely. Every lesson, her work is completed to the highest standard and is emailed in to be checked over. Esra has completed every task on time and has requested additional practice questions too.

## Rate of reaction exam questions

i) a) Conical flask

b) Stopwatch

c) A pipette can be used to measure the volume more accurately.



e) Another student used the same method. The time taken until the cross could no longer be seen was much greater. This may be because the cross was drawn with a thicker line.

f) When the concentration increases, the rate of reaction also increases. This is because the particles are closer together so they collide more often.

2) a) The graph shows that increasing the concentration of acid increases the rate of reaction as the reaction reaches completion in a shorter time. We can see this as when the concentration of acid is 2.0 mol/dm<sup>3</sup> the reaction is complete in 20 seconds whereas when the concentration is 1.0 mol/dm<sup>3</sup> the reaction is completed in 40 seconds.

b) A reaction occurs when particles collide. Increasing concentration of the acid means that there are more particles in a given volume. This means that more frequent collisions can occur.

b a)

Conical

flask

Calcium

carbonate

Carbon dioxide

Beaker

water

b) i) 157

ii) The volume of gas stopped changing after 210 seconds because the calcium carbonate was used up.

$$(iv) \frac{0.82}{44} = 0.0187$$

(v) (vi) 0.0072 1:1 ratio

$$(vii) M_r = \text{mass/moles} \frac{1}{0.072} = 138$$

(viii) 138 - 60 = 78

$$\frac{78}{2} = 39 = \text{Perodium}$$

(d) When the first student did the experiment some of the acid sprayed out of the flask as the metal carbonate reacted. This would decrease the relative atomic mass because the mass lost is greater so moles of metal carbonate greater.

(e) The second student used 100cm<sup>3</sup> of dilute hydrochloric acid instead of 50cm<sup>3</sup>. This would not change the relative atomic mass of the metal because the acid is already in excess so the amount of CO<sub>2</sub> lost is the same.



Antrea has actively participated in all live lessons, giving very detailed answers and showing good understanding. We were very impressed with this piece of work in particular.

**TASK 1: Research and Complete:**

Name of method	Description of how it works	Advantages	Disadvantages
Mixed contraceptive pill	Contain hormones that inhibit FSH production	Effective if taken correctly.	Needs to be taken daily. Can cause breast cancer and internal blood clots.
Progesterone only pill	Increases progesterone levels which in turn inhibit LH and FSH levels and thicken uterus lining.	Doesn't interrupt sex. Safe to use whilst breastfeeding.	Causes irregular period patterns or might stop them altogether. Provides no STI protection. Needs to be taken daily at exact same time.
Contraceptive implant	A small, flexible plastic rod that's placed under the skin in the upper arm by a doctor/nurse. It releases progesterone into the bloodstream which inhibits production of LH and FSH for up to 3 years.	Up to 99% effectiveness within seven days. Very inexpensive.	Side effects such as headaches and mood swings can be caused during the first few months.
Contraceptive injection	An injection that releases progesterone into the bloodstream which inhibits production of LH and FSH. Normally lasts for 8 weeks but can also last for 13 weeks at times.	Unreactive to safe medicines. You don't have to take a pill daily and it's safe to use whilst breastfeeding.	After stopping, it may take up to a year to be able to become pregnant again.
Spermicides	A kind of gel that is used to kill sperm. Is most commonly used in combination with other barrier methods in case they fail but can prove quite ineffective on their own.	Are easy to use. Don't require prescription. Can act as lubricants.	Don't provide protection from STIs. Aren't reliable on their own (often used with barrier methods.)
Barrier methods	Include condoms or diaphragm. Prevent sperm from reaching the egg by acting as a physical barrier.	Have no hormones and reduce rates of STIs.	Aren't as secure as hormonal methods.
Abstinence	When people just don't partake in sexual intercourse to ensure there is no possibility of a pregnancy happening.	STIs are not transferred.	People may find it difficult to maintain abstinence for a long period of time.

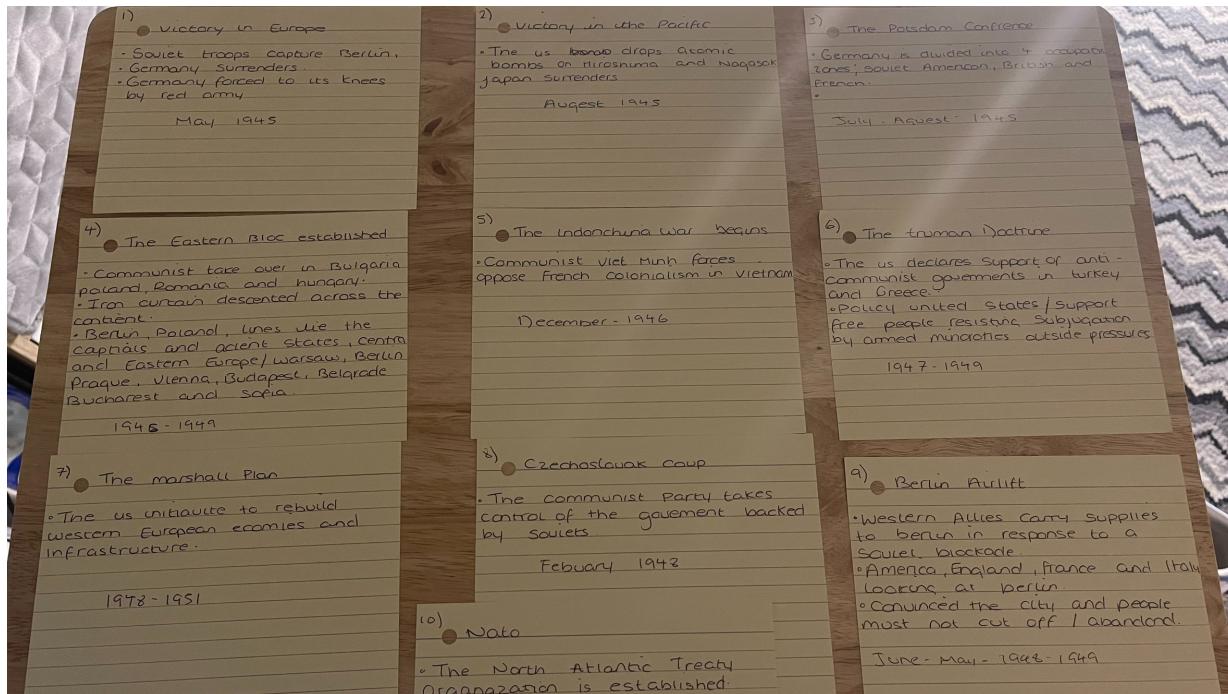
Eslem has shown great commitment to achieving a good grade for her Science GCSEs. She has completed her work in the Class Notebook and despite the challenges of learning remotely, she always gets in touch with teachers if she is unsure, meaning that she always submits work of the highest standard.

Ozturk, Eslem » Chemistry

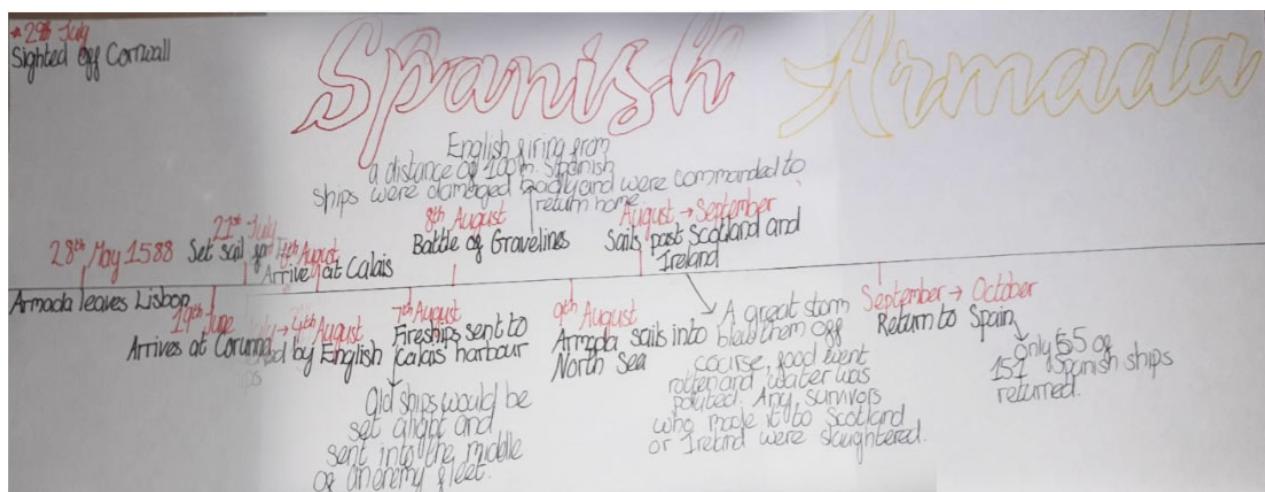
Instructions for Reacting Masses Calculations	<b>Worked Example</b> What mass of calcium oxide is needed to produce 40g Calcium hydroxide?  $\text{CaO} + \text{H}_2\text{O} \rightarrow \text{Ca}(\text{OH})_2$  Relative masses: $\text{CaO} = 56, \text{H}_2\text{O} = 18, \text{Ca}(\text{OH})_2 = 74$	<b>Question 1</b> What mass of sodium chloride is produced when 25g sodium is reacted with excess chlorine?  $2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$  Relative masses: $\text{Na} = 23, \text{Cl}_2 = 71, \text{NaCl} = 58.5$	<b>Question 2</b> What mass of oxygen is required to react fully with 150g hydrogen in this reaction?  $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$	<b>Question 3</b> How many kilograms of oxygen are needed to convert 40 kilograms of copper sulfide to copper?  $\text{Cu}_2\text{S} + \text{O}_2 \rightarrow 2\text{Cu} + \text{SO}_2$
Full Balanced Equation	$\text{CaO} + \text{H}_2\text{O} \rightarrow \text{Ca}(\text{OH})_2$	$2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$	$2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$	$\text{Cu}_2\text{S} + \text{O}_2 \rightarrow 2\text{Cu} + \text{SO}_2$
Masses that we know and don't know. (IN GRAMS) <i>(Look at the question)</i>	?	?	25g	150g ?
Relative Formula Mass (Mr) <i>(Look at the periodic table)</i>	56 74 0.54 moles	25 23 4.09	2 32 ?	159 32 ?
Calculate moles	$mol = \frac{\text{mass}}{\text{Mr}}$ $mol = \frac{40}{74}$ 0.54 moles	mol = mass/Mr $= 25 / 23$ 1.09 moles	mol = mass/Mr $= 150/2$ 75 moles	mol = mass/Mr $= 40 / 159$ = 0.25moles
Mole Ratio? <i>(Look at the balancing of the equation)</i>	1 : 1	2 : 2	2 : 1	1 : 1
Moles of the other compound? <i>(Use the mole ratio)</i>	0.54 moles	1.09 moles	37.5moles	0.25 moles
Calculate mass. Check the units.	$\text{Mass} = \text{Mol} \times \text{Mr}$ $= 0.54 \times 56$ = 30.248g	mass = mol x Mr $= 1.09 \times 58.5$ = 63.8g	mass = mol x Mr $= 37.5 \times 32$ = 1200g	mass = mol x Mr = 0.25 x 32 = 8kg



Kate – We are currently re-visiting the Conflict and Tension 1945-72 module to consolidate knowledge from the first lockdown. Students had 3 options for how to present their homework with the aim being that they created revision resources that they could use later on to support assessment. Kate chose to produce a set of quiz cards so that she can test herself.



Aisha – This work is from when we were finish the Elizabeth I section of the GCSE course, students have looked at foreign policy and then consider the Spanish Armada in more detail. They were given information about it and asked to produce a timeline of the key events and turning points. This then led them to producing a piece of writing where they made a judgment about why the Armada failed.





A-Level (Ben) – At A-Level, students study the Tudors 1485-1603, Russia 1917-1953 and then complete a piece of coursework. On the Tudors side of the course we have just finished work on the Mid Tudor Crisis and students were asked to complete an essay question (based on research) and make a judgment about whether it's true to describe the period 1540-58 as a 'Mid Tudor Crisis'. They had to take into account economy, finance, government and foreign policy. (extract below)

## Was there a 'mid-Tudor crisis'?

A common idea amongst historians is that a mid-Tudor crisis threatening to bring an end to the dynasty lasted from the death of Henry VIII until Elizabeth managed to gain full control over the country's religion. Factors such as economics and administration played a role in creating such a panic, however I also believe that some areas such as National security have been blown out-of-proportion in terms of severity of threat. In this essay I will attempt to evaluate the reigns of Edward (naturally including the stints of power held by Somerset and Northumberland) and Mary in order to try and come to a conclusion on whether there was a crisis at all, and, if so, whether it was in a time-frame specific enough to be dubbed 'the mid-Tudor crisis'.

An argument to suggest that there was a mid-Tudor crisis comes from the religious turmoil that swept England primarily between 1547-1557. Under Edward VI, Somerset and Northumberland the country was continuing the push to Protestantism that Henry VIII and Cromwell started following the break from the Catholic church. Under Somerset, these pushes were subtle and steady however under Northumberland and eventually Edward himself this wasn't the case. A prolific reflection of these changes can be seen through the common prayer books penned by Arch Bishop Cranmer in 1549 and 1552. The first book simply aimed to introduce proper protestant values to the people of England and thus a single form of service was established, and was presented in English rather than Latin. Although apparent, these changes were not too invasive on the lives of English people and thus very little backlash was met. However, in the second book Cranmer was far more assertive of the protestant views. This is likely due to the rise in influence held by radicals such as John Hooper, moreover as Edward grew older and Northumberland bolder the plundering of churches rose in importance due to the poor financial state of England. However, under Mary a sharp religious U-turn took place. Catholicism was violently enforced, with 252 heretics burned under her reign including the previously mighty Thomas Cranmer. All of Edward's religious reforms were denounced yet this didn't stop the majority of people being protestant at heart. Thus, one could claim that the religious instability over this ten-year period clearly indicates that there was indeed a mid-Tudor crisis as an aspect of English life as crucial as religion was massively upheaved.

However, one could argue that this period is no different from the reign of Henry VIII that came before. This is because it was ultimately the collapse of Henry's first marriage that caused religious change in England to begin with, moreover, with the help of Thomas Cromwell Henry took a drastic course of action by dissolving the monasteries of England. This argument of instability pre-dating 1547 is supported by the largest religious rebellion of the Tudor period: the pilgrimage of grace. The rebellion, led by Robert Aske, was a direct response to Henry's steps to eradicate Catholicism in England. Thus, one could argue that this time of instability was the ending to a period of unrest caused by Henry's desire for a son, and thus the concept of a mid-Tudor crisis is deemed untrue.

Despite this, it could be argued that evidence that supports the existence of the mid-Tudor crisis comes through government administration. Due to Edward's young age at the time of his father's death, and a poor contingency plan left by the late Henry, a member of the council left to govern England until Edward came of age began to find that in 1547 protector Somerset was using his position to unfairly seize power. This was evidenced by the treatment of the earl of Southampton; whom was arrested in March 1547 on the account of corruption and was thus replaced by the favoured Michael Stanhope. The reality was that all he did was oppose the monachal rise of Southampton, still, he was reinstated into the council due to his identification of Somerset's own brother as treasonous and would play a role in the downfall of Somerset and rise of Northumberland. Rising to power after a coup in 1549, Northumberland launched a second one which has been seen as exercising unlimited power but in reality, was out of fear out a counter coup from government conservatives. Once he had comfortably seized power, Northumberland made it his business to introduce the king into business and lead a conciliar form of government. Yet when Edward fell ill, he changed his will naming Lady Jane Grey, Northumberland's daughter-in-law, heir to the throne.



Well done to Year 13 students who have embraced this version of normal and continued to engage in programming a language application from afar! They have truly demonstrated determination and resilience during this difficult time.

Year 11 IT group have also been very proactive in completing elements of their coursework, submitting handwritten tasks when they have no laptop available. They have also shown real teamwork skills and support for each other when dealing with technical issues.

Finally, a shout out to Year 11 after-school attendees who took part in a computer science murder-mystery revision game. They worked really well as a team (using the chat to discuss the problem) solving clues, only for the connection to break as they were ready to submit their solution!

- Mrs Mather



Our Year 11 drama students performed their monologues for Component 2 (Devising Work) just before the Christmas holidays. The performances were extremely successful, especially considering that they had to adapt their group pieces to monologues due to Covid.

Since then, they have been busy drafting and redrafting their devising logs based on that whole process.

Special mentions must be made to the following students who are completely up to date with all their coursework: Mara Boboia, Jack Creighton, Jamie Jones, Caitlyn Riddell, Jack Rigby, Jaike Thistlewaite and Megan Warner. Well done!

# Drama

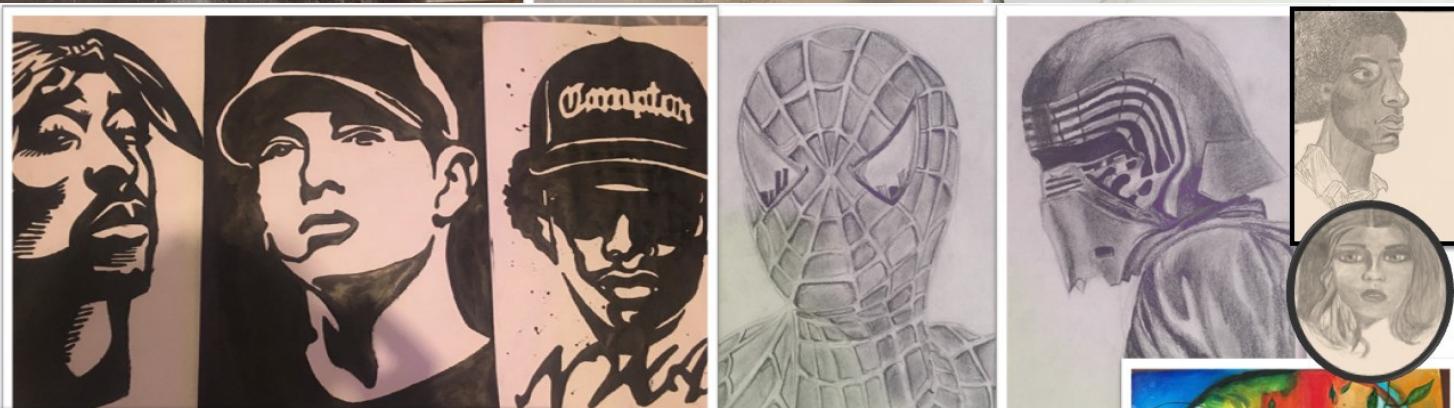




CHILDWALL  
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# Art







## Year 13

For Year 13, this term has been both challenging and demanding: since 6 January, learners sat either two or three external examinations, depending upon their respective qualifications, demonstrating incredible resilience and strength of character in juggling online learning, revision and the independent completion of coursework to a very high standard. Learners have developed a mature understanding of the health and social care sector, developing transferable research and analysis skills which will support them at university and in the world of work. Inspiring UCAS Personal Statements and well-deserved complimentary staff references have supported health and social care learners to an outstanding 100% acceptance for highly competitive Child, Adult and Mental Health Nursing, Social Work and Health and Social Care degrees. This is an amazing achievement and full credit must be given to the ambition and determination of all successful applicants. Congratulations also to those learners who upgraded from Extended Certificate to Foundation Diploma to boost their UCAS applications in non-related degrees, another 0.5 A Level requires effective organisational skills and excellent time management, so very well done. I couldn't be prouder of a Year 13 group!

## Year 12

12A have all worked exceptionally hard in their remote lessons. This past term we have continued with Unit 1 albeit a different style of learning they have adapted quickly and are all completing their work to a high standard. In our recent set of exam questions, all pupils achieved excellent grades, in particular Kian who achieved 12/12. Well done 12A and keep it up! Miss Connell. The leap from Level 2 (GCSE) to Level 3 (A Level standard) can be difficult at the best of times; yet, despite this and through Covid disruption, the current Year 12 has made a smooth and impressive transition to Sixth Form learning. Unit 5 is the most demanding coursework unit they will face, but they've embraced the challenge and are navigating their way through case study analysis and the application of psychological theory into practice within the health and social care sector. A special mention for Kian Fook-McGowan who has become the first learner EVER to successfully complete Unit 5 before the Easter deadline. Brilliant!

## Year 11

Sitting your first set of external exams can be an anxious time for anybody. 11C and 11D Health and Social Care groups worked incredibly hard to perfect exam technique during the autumn term, so learning of the cancellation of their February exam might have derailed them, but it didn't...and that's exactly why our current Year 11 learners are just so fantastic! Adapting the curriculum delivery, Component 2 coursework has been embraced with enthusiasm and creativity. As with Year 13, detailed PowerPoint presentations are being created to showcase knowledge, understanding and empathy of individual needs and how barriers to health care might be overcome. After online presentations have been delivered and recorded, each learner will have a comprehensive Witness Statement booklet submitted to the external moderator as evidence of excellence. The standard of work submitted has been excellent and your verbal contribution in lessons has been engaging, informative and entertaining. I've learned so much from you, none more so than finally being able to manage Teams. This is a new journey for us all and that's what Health and Social Care is all about - working together. You're brilliant, just keep going, I'm so very proud!

...from a very proud Mrs Dixon



## Case study: which health services will Verna Williams have to visit?

- ▶ Verna will have to visit many different health and social care services due to her health conditions. She will have to visit a specialist diabetes clinic to help cope with her diabetes, because of her diabetes she will also have to go to a dietician to try and help manage the diabetes by making sure she is maintaining a healthy and balanced diet. She will have to go to the opticians due to the known fact that diabetes can influence eyesight problems. She will have to go to a pharmacist to get her medication for her diabetes. She will have to have often check-ups at the gp due to her mobility condition and asthma. For her asthma she will have to visit a respiratory doctor to make sure her breathing is okay. For her condition that affects her mobility she will visit an orthopedist and/or physiotherapist to make sure her mobility hasn't further deteriorated, or any excess mobility problems have appeared. She will also have to sometimes see a dentist just for a general check up to make sure her teeth are healthy. Verna also may have to see a podiatrist because diabetes can damage the nerves in your feet or legs, and you might have trouble getting blood to your feet.

## Physical Barriers Verna will face



- a barrier caused through lack of mobility or any physical disability





Year 11 Hospitality and catering completed a live butchery and cooking practical masterclass which focused on the butchering techniques used to prepare poultry, more specifically chicken.

From this, the students were able to practice at home to produce 2 wings, 2 thighs, 2 drums and 2 breasts; we also discussed how to use the carcass to make a stock for use in other dishes. As a result of the live butchery, we then moved on to prepare, cook and serve a chicken, pea and lemon risotto.

- Mr Lewis





# Sociology

Mrs Breen's Year 11 students are studying a unit on Crime and Deviance, as part of their Sociology learning journey. Students outlined the differences between formal and informal social control and then went on to analyse and evaluate the competing sociological theories of social control. This is the work of Abi.

**control theory** - The theory that women engage in less crime and deviant behaviour because they are subject to greater social control than men

**Feminist views**

- Some feminists argue that women are subject to much greater informal social control than men: informal social control has socialised women to be less deviant than men.
- They are interested in how 'gender roles' control our behaviour: men and women are subject to different expectations.

**Marxist views**

- All means of social control are, ultimately, focussed on socialising a working-class workforce that is able to be exploited by the bourgeoisie.
- Social control is necessary in capitalist societies to prevent revolution and working-class revolt.

**Functionalist view**

- Functionists see social control as essential for society to function. They would say that social control is a functional prerequisite for any society and that social control has a functionally important role in maintaining a healthy society.

**Social control**

Wednesday, 13th January

I believe more informal agents of social control over individual behaviour because if society has stricter norms and values then deviant acts and crimes will be less likely to take place because they will have been taught it's wrong.

**Formal means of control** are external sanctions enforced by government to prevent the establishment of chaos or anomie in society (police, law + prisons)

**Informal means of control** involve the internalisation of norms and values through socialisation. (family + education system)

**Agent of social control** - The people and institutions that aid socialisation and cause individuals to conform to norms

**Anomie** - Lack of the usual social or ethical standards in an individual or group

**propaganda** - information, especially of a biased or misleading nature used to promote a political cause or point of view

**Interactionist views**

- Interactionists are interested in how social control is constructed through individual communications between agents.
- They are interested in the influence we have on one another as individuals.
- For interactionists social control operates through implicit + explicit communications, often through complex symbols of power and authority.



Students in Year 11 have been studying about their role models and people who are an inspiration to them. Both pieces of work include reasons why they've chosen their person, what special qualities their person possesses, what they do to help them and how they will continue to inspire them into the future.

- Miss Hafford

### Año 11 GCSE Higher tier style of question.

Usted lee un artículo en una revista española sobre la importancia de los modelos a imitar para los jóvenes.

Escriba un blog para interesar a sus lectores en sus ideas sobre los modelos a imitar y sobre una persona a quien usted admira. Debe mencionar los siguientes puntos:

- por qué admira usted a esta persona (presente) = why do you admire this person?
- algo interesante que hizo esta persona recientemente (pasado) = something interesting your person has done recently
- las cualidades de los modelos positivos = (present) positive qualities

• cómo le ayudará en el futuro tener un buen modelo a imitar. Justifique sus ideas y sus opiniones (futuro) = how are they going to help you in the future, justify your ideas and opinions

Voy a escribir sobre mi modelo. Ella es mi profesor de canto fuera del instituto. Yo la admiro **por su amor por** enseñar música y cantar porque es muy **apasionada**.

Algo interesante que **ha hecho en el pasado** es **actuar en muchas musicales en vivo**.

Mi profesor se llama Rachel tiene muchos **cualidades positivas**. Una cualidad positiva es el tiempo que **dedica a ayudarme**.

Su **tiempo y dedicación** me ayudará a **convertirme** en cantante en el futuro. **Ella es una inspiración enorme**.

### Spanish Writing

- e Why do you admire this person (present) ✓
- e Something interesting this person did recently (past) ✓
- e Mt qualities of positive role models ✓
- e How a good role model will help you in the future. Justify your ideas and your opinions (future) ✓

El modelo a seguir que admiro es mi hermana porque creo que es una persona muy cariñosa y amable con todo el mundo. También la admiro ya que es muy trabajadora y obtiene excelentes resultados en la escuela. Me gustaría obtener tales calificaciones como ella e ir a la universidad. Recientemente había solicitado un proyecto de investigación sobre sostenibilidad y aprendió mucho. En mi opinión también fue muy interesante y emocionante aprender las cualidades de los modelos de rol positivos es que son confiables, fuertes y comprensivos. Lo más importante es que te hacen sentir feliz y fabuloso todos los días. Un buen modelo a seguir te ayudará ahora y en el futuro dándole ideas sobre cosas como el trabajo y las vacaciones. ¡Es genial!

**Thank you for reading. Look out for our next issue soon.**

**In the meantime, check out our new website and let  
us know what you think at [contactus@childwallssa.org](mailto:contactus@childwallssa.org)**