



23-24

SIXTH FORM MAGAZINE



Dear Students,

Welcome to your very own Sixth Form publication!

This magazine aims to give you, whether new to STA or you have been with us since Year 7, an insight into Sixth Form life, an experience you are on the cusp of making a reality..... We are so EXCITED to be a part of your journey.

Reading this magazine it should be clear how STA Sixth Form is a place where you will learn, both academically and personally. That this Sixth Form is a happy, supportive place in which all can achieve their academic potential, develop their existing skills and discover new gifts and talents.

I have no doubt that you will follow those students who have gone before you; achieving fantastic examination results; go on to study at a variety of universities both in the UK and abroad; secure places on competitive apprenticeships and management programmes; explore the world whilst travelling during their gap years. You too will be alumni that are well placed to take your place as a global citizen.

Please remember, we are here for each and every one of you, we look forward to working with you to ensure you have a dream filled educational and personal journey over the next couple of years.



Emma Loveland
HEADTEACHER



Mrs Loveland's Top Tips

In order to live out the mantra

"Do something today that your future self will thank you for"

follow this advice.....

1. Be Organised

You will now have more tasks and longer deadlines. Being able to be organised is critical. Use a diary, with due dates and a system for categorising priority goals. The sense of satisfaction of arranging your work into a helpful order and ticking tasks off once complete can be addictive!.... I promise.

3. Time outside of lessons – use them wisely!

Supervised study time should be used with thought. Discover the 'do not disturb' mode on your mobile phone.

5. Build a good relationship with your pastoral and academic staff

Communicating with staff is absolutely essential. Pastoral and academic staff love to help students and it is those students that are most pro-active in seeking advice and help who make the most progress. Ask for resource recommendations, inform them if you have a challenging period of time ahead and ask what you can do to work around this.

7. Sleep

Sleep *underpins all* that we do. Whilst it is true that teenagers can have a different circadian rhythm to adults, the basics still apply. Go to bed and get up at the same time each day. Use 'night mode' on your mobile phone to reduce blue light, then avoid all devices an hour before sleep. It is during sleep that your muscles grow, and this includes the brain!

2. Consolidate work from the off

Wider reading and consolidation of subject material make a huge difference in the Sixth Form. Completing only set homework tasks might be ticking the box, but it is the ongoing consolidation and revision, especially of those areas you find most difficult, that will truly pay off in the long run. Conduct some honest self-assessment and think about what areas you need to work on. Seek advice from your Academic Mentors and or Teachers about the best resources for doing so.

4. Thinking about the future

Start thinking about the future as soon as possible. For competitive courses such as medicine, it can really pay off to build a repertoire of work experience during Year 12.

6. Think very carefully about outside school commitments, especially part-time jobs

You will have a plethora of opportunities to engage in. Choose carefully, commit strongly and enjoy them! It is when outside school commitments become overly onerous that problems can occur. That one shift a week as a local waiter may start off ok, but if hours build or work is expected of you close to academic deadlines, then your hand can be forced.

8. Enjoy it!

The Sixth Form will go by incredibly quickly. In years to come you will look fondly back at this incredible point of your life, at the large number of close friends and the amazing opportunities you took up. What will you do to have a truly memorable Sixth Form at STA?



Katherine Hyland
HEAD OF 6TH FORM

Interview with Mrs Hyland

1. In your years of teaching what is your greatest achievement?

30 years on, still being able to share part of me and my passion for biology, and for teaching. I love being stopped in the street by people I taught years ago and being asked "Ms Hyland! Do you remember me? Are you still at St. Anne's?"

2. What inspired you /made you to choose St. Annes?

Before coming to St. Anne's I experienced teaching in both mixed and girls' schools. St. Anne's had the added attraction of being a faith school. My faith is important to me. I started here as Head of Science in April 2006, before most of the current Sixth Form were born! I've therefore spent most of my career at St. Anne's. It is a special place for me.

3. How does the ethos of St. Annes encourage you to do your job every day?

Being part of St. Anne's is like being part of a wider family. For you, that's made up of the students and the staff, but it extends far beyond that. The nurturing environment applies to staff as well as students. It makes you want to keep giving

all you can.

4. How could we improve St. Annes or what would you do to improve St. Annes?

Nothing is ever perfect – there is always room for improvement. On an individual level we can all try to be a little kinder & selfless more often – not always easy to do when you're tired or busy. Structurally I would like to see St. Anne's moving to one site before I retire, with air conditioning in every room! (When I was interviewed for the job 18 years ago I was told the move was imminent!)

5. What advice would you give to the new year 12s?

I could fill a page with advice – this is my job! However, some top tips would be:

- Be prepared – Sixth Form is very different to KS4. There are lots more decisions to make, lots more independence and a big step-up.
- Be self-disciplined and get into a regular study habit from the start.
- Get involved in a range of activities so you can build your Supercurricular profile.
- Get to know the Sixth Form Team early on – they will help to support your journey.
- Above all, enjoy and make the most of the experience and opportunities offered!

— Interviewed by Candice

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Across the two years of our program students have opportunities to see shows in a wide variety of styles to help broaden their artistic toolkit.

34 EPQ

This year's year 12 cohort has produced a particularly wide-ranging set of EPQ projects including five dissertations, five artefacts and one performance.

40 Health & Social Care

Studying Health and Social Care you will have the opportunity to attend a number of different careers events.

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Year 12 completed a Belbin questionnaire which allows them to better understand their strengths and weaknesses.

26 Chemistry

This year, we're thrilled to enhance our learning experience with visits to Science Live A Level lectures.

32 English Literature

Recognising the need for autonomy, we curated a plethora of activities spanning podcasts, interviews, articles, and plays to broaden horizons and deepen comprehension.

36 Geography

Year 12 'A' Level geography students visited the coastal town of Whitstable in Kent to carry out various field work investigations about issues affecting the coastal environment in this area.

42 History

Year 13 politics students went for a tour of the Houses of Parliament in July and in November visited again to watch a debate at the House of Commons.

22 Art

Students are encouraged to contextualise their work in relation to that of existing artists and movements.

28 Computer Science

Ways to further develop your written skills for the Computer Science Project.

33 French

In October, The French A level students attended a fascinating day at the French Institute in Kensington on French music. We were given a tour of their library and undertook research.

38 Graphics

This year, students worked with digital film and animation as well as attended workshops at the University of the Arts London as part of the Insights Programme.

44 IT

We provide lots of resources for students to explore and learn mathematics, from Youtube videos to Books, Blogs and Magazine Articles.



46 Mathematics

Students in Year 12 & 13 took part in the Senior Maths Challenge in the Autumn Term.

47 Philosophy & Ethics

Year 13 students went on a school trip to watch Robert Icke's thought-provoking play, 'The Doctor'.

50 Psychology

We regularly hold end-of-unit celebrations to provide students with opportunities to showcase and develop their research, communication, and critical thinking skills.

28 Sociology

This year the year 13 sociologists have been focusing on completing the crime and global sociology units, whilst the year 12 have also been studying education and crime units.

48 Politics

On Monday, 18 March, seven year 12 politics students participated in Diplomacy Day at the US Embassy.



SIXTH FORM GENERAL LIFE

MASTER CLASS

One of the most unique parts of life at our Sixth Form is the Masterclass programme. Masterclass is a chance for our students to have an exciting learning experience outside of their usual curriculum where they can gain useful skills for their future after they leave school.

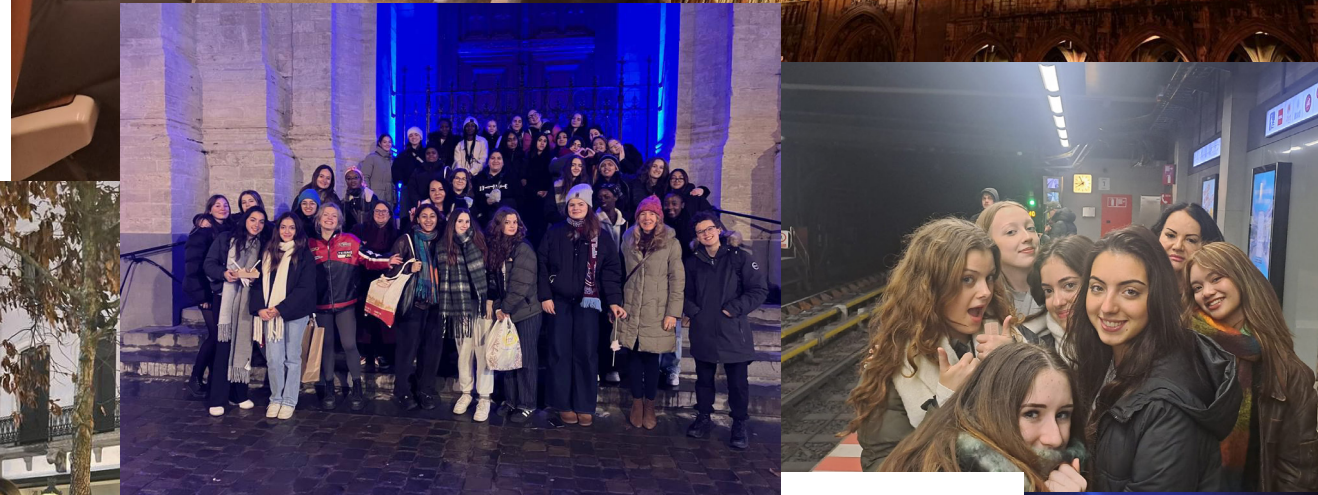
Every Tuesday morning our Sixth Formers gather for a seminar on subjects like careers, universities, life skills or, best of all, to listen to a talk from a guest speaker. These TedTalk-like sessions are aimed to broaden the students' knowledge of careers and opportunities that await them once they leave our school. Some of the highlights include Peter Bassett's talk on a Career in London's Finance District, The Met Police's safety seminar and the very inspirational talk from Manuela Sapochnik about how she made it as a clinical psychologist despite the challenges throughout her childhood and education.

Most recently we welcomed Alumnae: Amy Kyaligamba (Architecture), Anais Suika (Hair salon owner) and Michaela Stewart (Stage Management & Events) to give three fantastic talks to our students. Having students who came to this very sixth form talk about their

success since leaving has inspired our year 12s to follow in their footsteps. As a young person it's easy to follow the crowd and pursue similar journeys as the ones your peers or family before you. Here, at St Anne's, we offer the chance for our pupils to hear the stories of accomplished professionals, in the hope of inspiring them to believe that they can achieve the

same. From Psychologists to Lawyers, Stylists to Writers, we try and show as broad a spectrum as possible, so our students can find out more about themselves and their future careers from the very people that have already made it there.

Sometimes it only takes one encounter to discover what's right for you and we hope to give our students that very opportunity.



Brussels Christmas Market Trip

Sixth Formers went to Brussels on a cultural trip for the weekend. Students visited various Christmas Markets in the centre of Brussels and watched a Christmas light show in the Grand Square. Sixth formers also visited the Magritte Museum, which presented the work of Belgian surrealist artist, René Magritte. The students also had the opportunity to meet and talk with Nele Sauer, a diplomat working with the European union about her job and work experience.



IT EXCHANGE

After a few years of taking our IT Exchange online following the pandemic, we once again welcomed learners and volunteers back in person to school in February! IT Exchange is a long-standing community project with local charity partner, Generation Exchange. Year 12 volunteers are recruited and trained to deliver 1:1 IT support to local older people.

The 10-week course saw a group of 17 Year 12 volunteers and 14 older learners take part every Tuesday, and the library was a hub of activity with lots of learning, laughter and tea during the hour and a half of the course.

100% of the older learners completed evaluation forms and said they would recommend the project to others. One of the learners summed up the project and the help received beautifully:

"I have been very impressed by the courtesy shown to me, not only by the students teaching me, but also by the manners and respect shown when I have walked down the corridors. Well done St. Anne's Catholic High School for Girls."

One of Year 12 volunteers told us:
"It has been a great, wonderful experience. I would absolutely recommend it to others. It has enriched my knowledge on the older generation and given me the chance to practice teaching skills"

Thank you to all the Year 12s for your support and commitment and to the Year 10s too - we hope you enjoyed your volunteering experience and look forward to welcoming the project back next year with the new Year 12s.

CORE RE



All students have one lesson of Core RE a week and have opportunities to learn about and discuss topics such as abortion, the right to a child, relationships and conspiracy theories! You don't sit any exams for this course so it is an opportunity to learn for learning's sake!

What's the point of Core RE?

Core RE provides you with a deep understanding of Catholic beliefs, traditions, and practices. It allows you to engage meaningfully with your faith, fostering a sense of identity and belonging within the Catholic community.

What are the benefits of studying Core RE?

Throughout the course, you will have opportunities for spiritual growth and reflection which will help you to develop a strong moral compass. This equips you with the values and principles necessary to make ethical decisions in your personal lives and in society.

What if I'm not Catholic or religious?

Within your Core RE lessons, you will have the opportunity for critical thinking and open dialogue about religious beliefs and ethical dilemmas. You will learn to engage respectfully with diverse perspectives and develop the skills to articulate and defend your own views whether they are religious or not!

Why is Core RE relevant?

Core RE is extremely relevant as it emphasises the importance of social justice, solidarity, and service to others. This prepares you to contribute positively to your community and to advocate for justice and equality in accordance with Catholic Social Teaching or your own religious tradition!

Do we just learn about Catholicism?

Core RE also includes learning and discussions about other religious traditions such as Islam. This promotes interfaith dialogue and understanding and fosters respect for religious diversity and encourages you to engage thoughtfully with people of different faith backgrounds.

On 5th December 2023 the sixth form enrichment trip took place in central London. First we walked around Leicester Square, Piccadilly Circus and Chinatown before heading to St. Martin-in-the-Fields for a special attendance for St Anne's students at the rehearsal for The Sixteen of Handel's Messiah. We sat right at the front of the church and were 'blasted' with the stunning sound of the soloists, choir and orchestra. After an hour, the musicians showed the St Anne's students their musical instruments and explained more about the work of The Sixteen. Some of the comments of our students were:

"I had no idea you could make such sounds with your voice"

"I felt so emotional that I kept wanting to cry"

"I feel like a changed person".

"When the soloists first started singing, I was shocked";



ENRICHMENT



After that we went to the National Gallery to look at three pictures in particular, as well as take a general walk around. We focused on Leonardo da Vinci's Virgin of the Rocks and the Burlington House Cartoon, and Gallen-Kallela's Lake Keitele. One student stated,

"I enjoyed looking at all the detail in the paintings as it was a reminder of how authentic and valuable the artworks were. I felt calm whilst I was looking at all the artwork."

Finally, we walked across Trafalgar Square again towards Covent Garden where we enjoyed the festive atmosphere: the tree, walking into the Royal Opera house and looking at the spectacular view from the top of it, which made the students feel excited about Christmas.



Welcome to
**St. Anne's Catholic High School
 For Girls**

"Act justly, love tenderly, walk humbly with your God" Micah 6:8



REIMAGINE
 Our theme at St. Anne's for 2023

Understand the truth about others and eliminate fears

Address through the FLAIR project, inequalities of opportunities and outcomes that might exist in our school

Create an even more cohesive, respectful and understanding Learning Family

LEAVE NO ONE BEHIND

God entrusted to St. Anne Catholic High School the task of raising Our Lady in a holy and confident home. Here is every privilege they need to do so. Please to learn about God and how to serve in the name of those who have gone before.



Eucharistic Ministers

During Holy Week, Fr. Vincent from St John Vianney Church celebrated Mass with us at the Upper Site and commissioned 7 Sixth Form students as Eucharistic Ministers.

When asked why they wanted to become Eucharistic ministers, many of them said that they wanted to be more involved in the religious aspect of their school lives, and in their own parishes. It is a way to give back to the Church and recognise the strong religious foundations that St. Anne's has given them.

During the training, students learnt that giving out the Body and Blood of Christ is a service, but it is also a way of receiving from God. It is an honour and a gift to be able to serve the Church in this way. When exploring the Gospel story of the feeding of the five thousand they made links between this original breaking and sharing of bread to the one we experience in every Mass today.

They prepared for this important role, and all of them gave Holy Communion for the first time at this year's End of Spring Term Mass.

CATHOLIC LIFE

Liturgy Team

Being part of the liturgy teams involves dedication, devotion, and confidence. It comes with great responsibility, but helps strengthen your faith, and develop skills and attributes for the future. Being a liturgy team member is a chance to work with other individual within the St. Anne's family, and allows you to help others develop confidence, as well as being involved in the Catholic Life of the School. As a member of the Liturgy Team, you have a responsibility of supporting our School Chaplain Mr La Barbera in all Masses, the Catholic life of the school and many other activities.

The role requires good time management, as some free time will need to be given to the team, especially on Mass days to ensure a smooth start. Guiding younger students through their roles, ensuring they are familiar with what they're doing and allowing them to practice. Being part of this team has helped my leadership and communication skills; you can meet and work with many girls willing to help our school community.

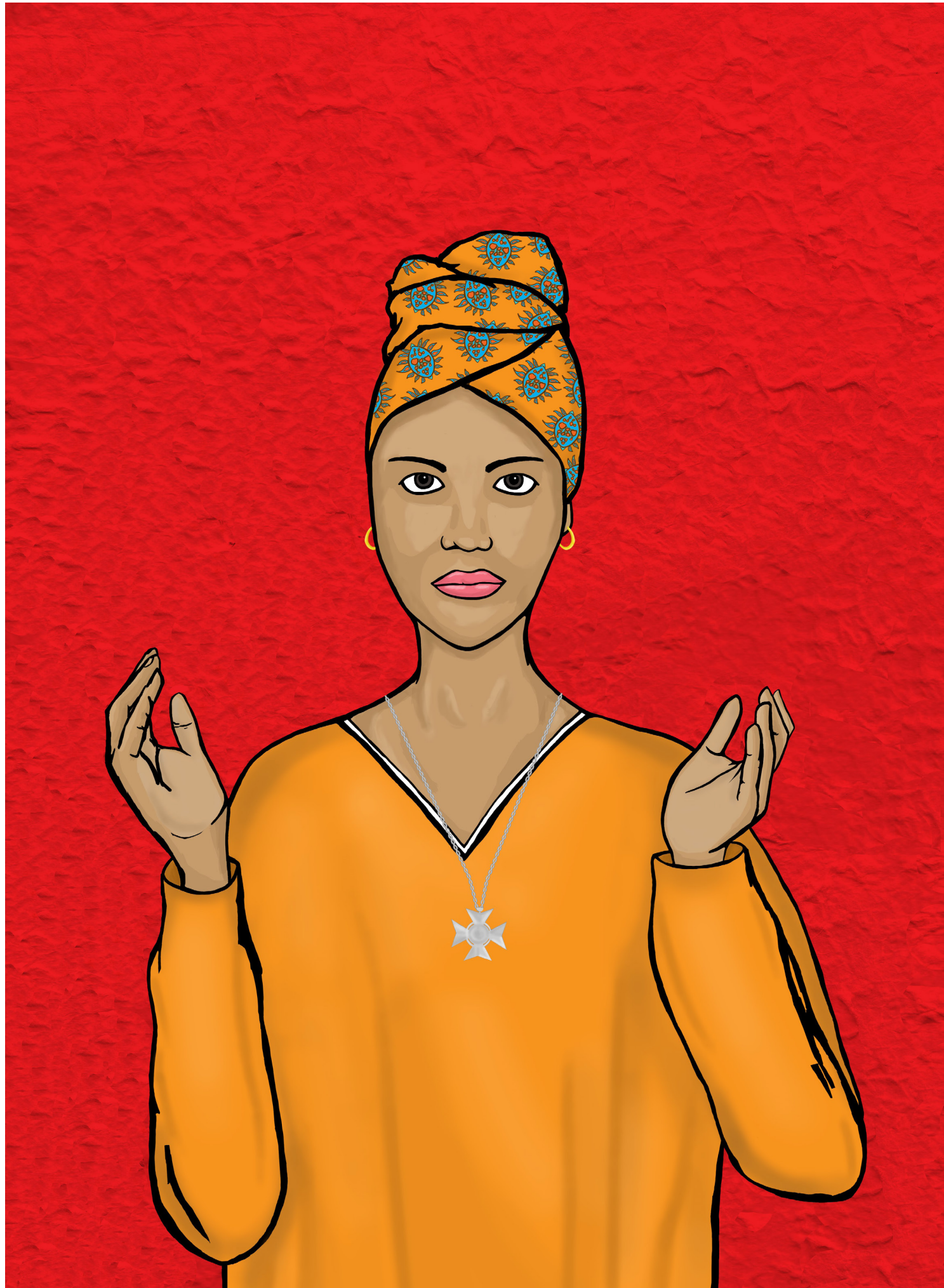
— Denecia

CAFOD Young Leaders

This year I had the pleasure of taking part in the CAFOD young leader programme. Following some training sessions, this entailed my team and I to engaging in meeting with CAFOD and other schools across the UK. We learned to plan, present and put our ideas into action. In our online meetings we were informed about who CAFOD are, what they do and how we could contribute. I found this beneficial as it gave me a deeper understanding of who they were as an organisation and what we as the next generation could do to help others.

Recently we had the opportunity to meet some of the other schools and present our ideas to them. In our PowerPoint we stated who we were, the ideas we came up with for fund raising, how we were going to exercise this and the result of our plans.

— Candice



THEA BOWMAN FEAST FORTNIGHT



Sr Thea Bowman is the Patron for Sixth Form, and to celebrate her Feast Day, activities were organised over a fortnight in March.

Activities included:

Assembly on cultural heritage on Thursday 7th March followed by Krispy Kreme doughnut sale at break-time on the same day.

Raffle tickets were also sold over the two-week period and the prizes won included:

- £20: Miss Bisnath (History Teacher)
- £15: Jessica Okeneme, Yr 13
- £10: Mr Stephens (Maths teacher)
- Massive Easter Egg: Ava Macleod, Yr 13



We raised a total of **£274.36** and this was donated to the National Autistic Society. A massive THANK YOU to all the 6th formers and staff members that helped to make this a SUCCESS, well done everyone!!!!!!!!!!

Mrs F Adeleke

Head of Thea Bowman House

BELBIN

"A good team leader treats members of a team like actors on a stage. There need to be exits and entrances. Not everyone is required to be on the stage at the same time."

Meredith Belbin



Understanding your strengths and weaknesses

Year 12 completed a Belbin questionnaire which allows them to better understand their strengths and weaknesses. The results of the questionnaires proved to be very accurate and helped the students decide whether the courses or careers they hope to follow match their qualities.

The background to this form of analysis is a study that was carried out by Meredith Belbin, a British researcher who identified 9 team roles common to everyone. The nine Belbin Team Roles are: Resource Investigator, Teamworker and Co-ordinator (the Social roles); Plant, Monitor Evaluator and Specialist (the Thinking roles), and Shaper, Implementer and Completer Finisher (the Action or Task roles). By completing the questionnaire you will identify the top roles that make up your personality.

Action Oriented Roles

Shapers are people who drive the team forward, ensuring that they meet deadlines and achieve objectives. Shapers are dynamic and competitive people who seek to challenge their team mates and look for different ways to overcome obstacles.

Implementers are people who get things done. Implementers are the ones most likely to turn ideas and concepts into practical actions. Conservative by nature, Implementers are disciplined and task-oriented people who excel in creating and implementing business strategies.

Complete-Finishers are people who ensure that the team completes projects to the highest standards. Conscientious and with an eye for detail, Complete-Finishers pay attention to the smallest details in their quest for perfection.

People Oriented Roles

Coordinators assume the traditional team-leader role and focus on the team's objectives. Coordinators take it upon themselves to guide and manage the team. They delegate where necessary and encourage people to contribute to the team.

Team Workers are helpful, accommodating and keen to ensure that people within the team work well together. It is also the most diplomatic and sensitive of the nine Belbin Team Roles. They often assume the role of negotiators within a team.

Resource Investigators are innovative and curious by nature. They are always looking for different ways in which to work. People who fill the Resource Investigator role seek to explore different options, nurture relationships and negotiate on behalf of the team.

Thought Oriented Roles

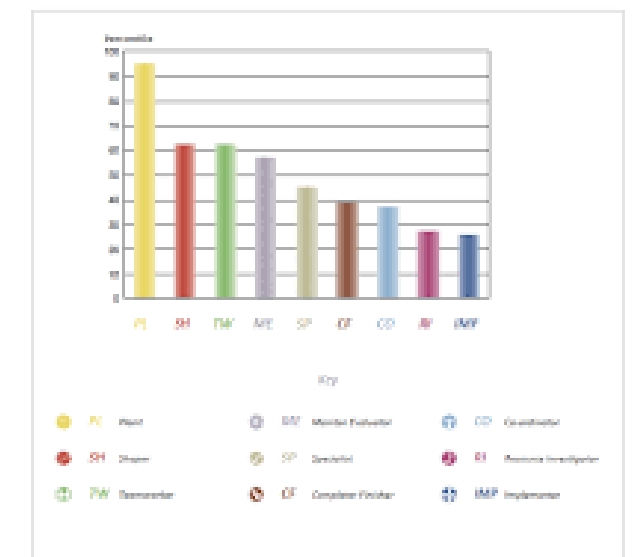
Plants are the creative innovators. They often come up with different ideas and approaches and are proficient at solving problems in unconventional ways. When given the time to think about solving difficult problems,

Monitor-Evaluators bring a strategic aspect to the team and are at their best when testing ideas that other people come up with. They have the ability to make impartial judgements and can weigh up the pros and cons of a decision in a practical manner.

Specialists bring to the team a high level of expertise in a particular field. They pride themselves on their skills, knowledge and abilities, and they strive to maintain their professional status. Specialists are the experts in the team, and their job is often to provide technical support to team mates and clients.

Example of results

Your results appear as a bar chart and highlight the top 3 roles in your personality.



SUBJECTS

A selection of articles from some of our Subject Areas





Art allows A-Level students to explore their creativity through a range of processes and styles. Students are encouraged to contextualise their work in relation to that of existing artist and movements, and through an understanding of real-world contexts. To help develop the students' skills and understanding of the Art world; St. Anne's students take regular trips into central London.

We frequent such spaces as Tate Modern, Tate Britain, Saatchi and the White Chapel gallery to name a few. We have been fortunate over the last few years to have visiting artists run workshops in the school and have had the opportunity to exhibit student made work in the Saatchi and Royal Academy galleries. Learning and working outside of the classroom is such a vital part in learning about what it means to be a young artist and these extracurricular activities form an important part of the course.

Artist in Residence



Hi, my name is Sara Kelly, and I am a teacher and fine artist working in Enfield, London. I am thrilled to be appointed Artist In Residence at St. Anne's school and I look forward to going on an artist journey together with the school community from September. My work is inspired by nature and the changing seasons and as David Hockney said, the 'Joy of Nature.'

I've been creating commissions for friends and family. I also love keeping a sketchbook as it is a safe place to explore ideas, make mistakes and practice new techniques. Being an art teacher has been a privilege and has taught me many lessons including the value of art education to transform lives and create opportunities for everyone to appreciate the world around us. I hope you will be interested in following me, discovering more about my work and the creative outcomes of the amazing students I am yet to work with.

BIOLOGY

Supercurricular Biology Presentations

Year 12 biologists were given the task of presenting some biology information that was either:

- A current topical event e.g. polluted waters, the infected blood transfusion scandal
- Something that interested or was relevant to them
- In the specification as application e.g. risk factors of heart disease and lung disease

We heard presentations on ADHD to vaccine controversy and women's health fertility.

We all enjoyed hearing each others research and spoke of the importance of providing valid and reputable research sources.

Attached is an informative poster made by Opeyemi Babatunde and a photograph of the group in front of Tadi's PowerPoint on minerals & women's health/fertility.

—Opeyemi



THE CONTROVERSY OF SMALLPOX VARIOLATION & VACCINATION

Smallpox is a contagious disease caused by the variola virus. Persistent throughout England between 17th and 19th century, a lethal infection resulting in

As early as 200 BCE, **Variolation** (a form of inoculation), a know outdated treatment was one of the first methods in controlling smallpox. Patients were exposed to a small amount of viral matter from ones infected with smallpox to immunize individuals against smallpox. However, there were issues with this method of immunization: a person contracting the disease through variolation was a mild form, but could still spread it to others and the patient could die. It was administered through rubbing the viral matter into their arm or inhaled through the nose.

Controversy in BOSTON, USA
During this time, inoculation became wildly controversial: Boston's newspaper published arguments for and against inoculation

- From a religious view, the clergy argued that inoculation for smallpox interfered with God's will and a punishment for sin

England, UK
In England, rumors around Dr Jenner's new vaccination procedures circulated that they would turn into cows.

Dr Edward Jenner, a physician created the first successful vaccine through scientific means. Conducting a study in 1796, he noticed milkmaids with cowpox (a milder disease) didn't get smallpox and used pus from cowpox blisters to infect a boy, who then became immune to both diseases. The World Health Organization recognizes Jenner's vaccine as the first successful one. The vaccination was in use in England and soon other countries, inoculated from arm to arm.

OTHER CONTROVERSIES

MMR VACCINE

The MMR vaccine was introduced in the UK in 1988. In 1998, Andrew Wakefield's *Lancet* paper suggested the MMR vaccine could cause autism. This sparked controversy, but research found no evidence supporting his claims. The paper was retracted in 2010, and Wakefield lost his medical license. The scientific consensus affirms the MMR vaccine is safe and does not cause autism. As a result, some parents are hesitant of giving their child receive the vaccine.

COVID-19

The Introduction of the new covid-19 vaccine, suspicion arose around it. Some reasons involved:

1. "It has not been around long enough"- With already worked on technology and research according to the Centers for Disease Control and Prevention, "The knowledge gained through past research on coronavirus vaccines helped to accelerate the initial development of COVID-19 vaccine." Other concerns included worries on side effects and question on boosters to wether it truly work.

CHEMISTRY

A Level Chemistry at our school offers an exciting and rigorous exploration of the subject, blending theoretical knowledge with practical experiments.

This year, we're thrilled to enhance our learning experience with visits to Science Live A Level lectures, where we'll hear from leading experts and gain insights into the latest advancements in chemistry.

Additionally, we have planned trips to the prestigious Royal Institution lectures, providing us with unique opportunities to engage with cutting-edge research and pioneering scientists.

These events promise to inspire and deepen our understanding, making A Level Chemistry an exhilarating journey of discovery.

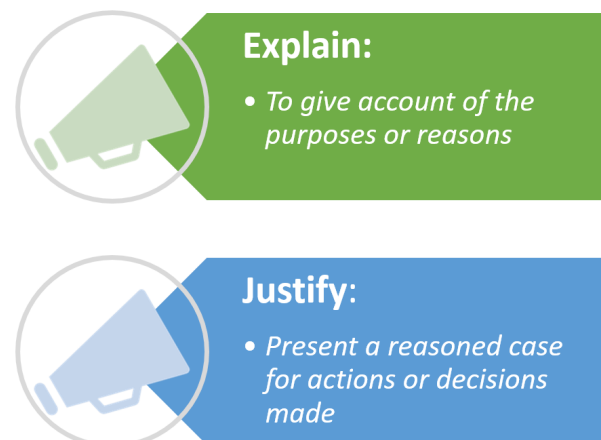
SCIENCE LIVE

Getting the highest project marks

An inescapable fact of academia is this: "If it's not in the mark scheme you can't get credit". This is not the real world at all! In the real world if you wrote a program which met all the users' specifications, met all the requirements and came in on time then you would get paid! To "some" extent it wouldn't matter how you got there, though of course the solution would need to be efficient and cost effective.

However, with an A Level project you could have the most amazingly coded project ever, if the write up does not produce the evidence in such a way as to hit the marking criteria, then you might not get the marks you feel your program deserves!

The importance of **Explain** and **Justify**



The key then to getting marks is to be aware of the marking criteria, in detail, at all times! As a student you should read and make sure you fully understand the mark scheme right from the start before you even start thinking about your project. It will help focus everything else you do. You are entitled to a copy of this, if you don't have one, ask your teacher for it!

Every time you write anything into your project write-up you must ask yourself the question:

"Is what I am writing allowing me to gain credit towards part of the marking criteria?"

If you are not producing work which generates markable evidence against the marking criteria, then you are potentially wasting your time and losing focus. However, reading the mark scheme alone is not enough. The key to improving your written work is just two little command words:

- Explain and Justify

The command word "Explain" in its various forms "explain, explained, explaining" appears:

- 15 times in total in the mark grid
- 7 times in the second highest mark band
- 8 times in the highest mark band

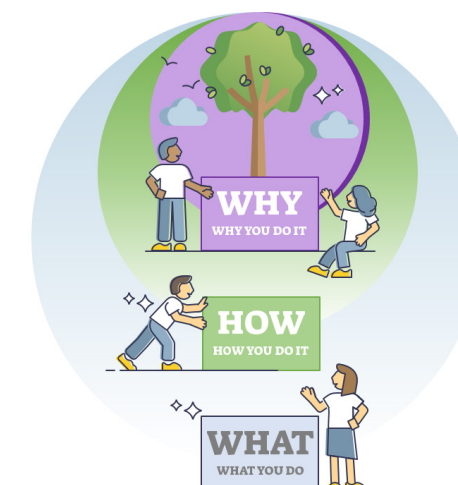
The command word "Justify" in its various forms "justify, justified, justifying" appears:

- 18 times in total in the mark grid
- 3 times in the second highest mark band
- 15 times in the highest mark band

What exactly do these command words mean?

- "Explain: To give account of the purposes or reasons."
- "Justify: Present a reasoned case for actions or decisions made."

The importance of **Explain** and **Justify**



For top marks, the detail and contents of your write-up would have to justify each feature you have included. This involves describing the feature first and then backing up the description with a valid reason. It's the "Why?" behind the reason. Eg "I have included this feature because..."

Furthermore, you can't just describe why your problem is suitable to a computational approach, you must explain why, backing up what you have said with some valid reasons. It's essentially this extra step or level of depth which turns a C/B grade project into an A/A* one.

Looking at the mark grid you will see this is the same throughout.

It is always about depth and detail, explain everything you have said you have done, back it up, don't just make a comment, document a change, make a bug fix, add a requirement, change an algorithm, instead justify it.

A simple trick to help you write up your project with the correct level of depth is to use the "What? How? Why?" method - What you do – How you did it – Why you did it.

(with thanks to Craig and Dave for their advice and support with this article)
<https://student.craigndave.org>

DRAMA

In our A-Level Drama program we try to take advantage of the incredible access to top tier theatrical performances that being in London affords us. Across the two years of our program students have opportunities to see shows in a wide variety of styles to help broaden their artistic toolkit. This year an adaptation of Franz Kafka's *Metamorphosis* at the Lyric Hammersmith was a highlight for our students. Students enjoyed Lemn Sissay's masterful use of poetic language but the real attraction for us in seeing this show was that it was developed and directed by Frantic Assembly a theatre company famous for their work in physical theatre. They did not disappoint, with the most impactful parts of the show always being anchored in their unique style of physicality. Central to all of these moments was the performance of Felipe Pacheco as Gregor Samsa.



His ability to represent his character slowly being worn down to the level of a non-human creature was remarkable, and featured him crawling across furniture, covering himself in chairs, and swinging from light fixtures. In addition to the strong performances, we found ourselves discussing the implications of Jon Bausor's simple and effective set design long after we had seen the show. The use of a taut fabric to create the walls of the one room set was a particularly interesting choice, as it mirrored the way Gregor was being stretched by the pressures placed upon him by society. Additionally, the fabric created a visual that was reminiscent of the wings of a bug, whilst also allowing for characters to appear and disappear from the room through small overlaps in the fabric. Like many great pieces of theatre, *Metamorphosis* provided a lot for us to think about and we found ourselves appreciating the show more and more as we had opportunity to discuss what we had seen and share our various interpretations.

ENGLISH LITERATURE

Unlocking Literary Exploration



In today's education, empowering students to lead their learning is crucial. In our English Literature class, we've introduced a dynamic homework menu for sixthformers, enriching their understanding and engagement.

Recognising the need for autonomy, we curated a plethora of activities spanning podcasts, interviews, articles, and plays to broaden horizons and deepen comprehension. This fosters critical thinking and independence, enhancing academic and lifelong learning skills.

Students at St. Anne's are encouraged to delve beyond the compulsory elements of the curriculum and therefore find their own interpretations and personal flair which truly sets them apart. As a result, our seminar-style sessions have entailed fascinating discussions around gender, class, religion, love, conflict, and identity, with students increasing in the confidence to share their own personal perceptions.

The diverse array of activities encourages a holistic understanding by connecting subjects to real-world contexts. By exploring plays, literature, and real-world applications, students gain interdisciplinary insights, enriching their learning experience. Crucially, the Homework Menu promotes active engagement, fostering deep analysis and articulation of insights, thereby refining communication and analytical abilities.

"By completing the homework menu, I've been able to not only expand on my knowledge within my subject area, but have been able to utilize such knowledge to learn about my worlds current affairs."

"In doing so I feel more prepared to engage in conversations about such topics"

— Zanu Conteh
Year 12 Literature Student



Khaled Hosseini on writing from the female point of view



FRENCH

In October, The French A level students attended a fascinating day at the French Institute in Kensington on French music. We were given a tour of their library and undertook a research task on various Francophone artists.

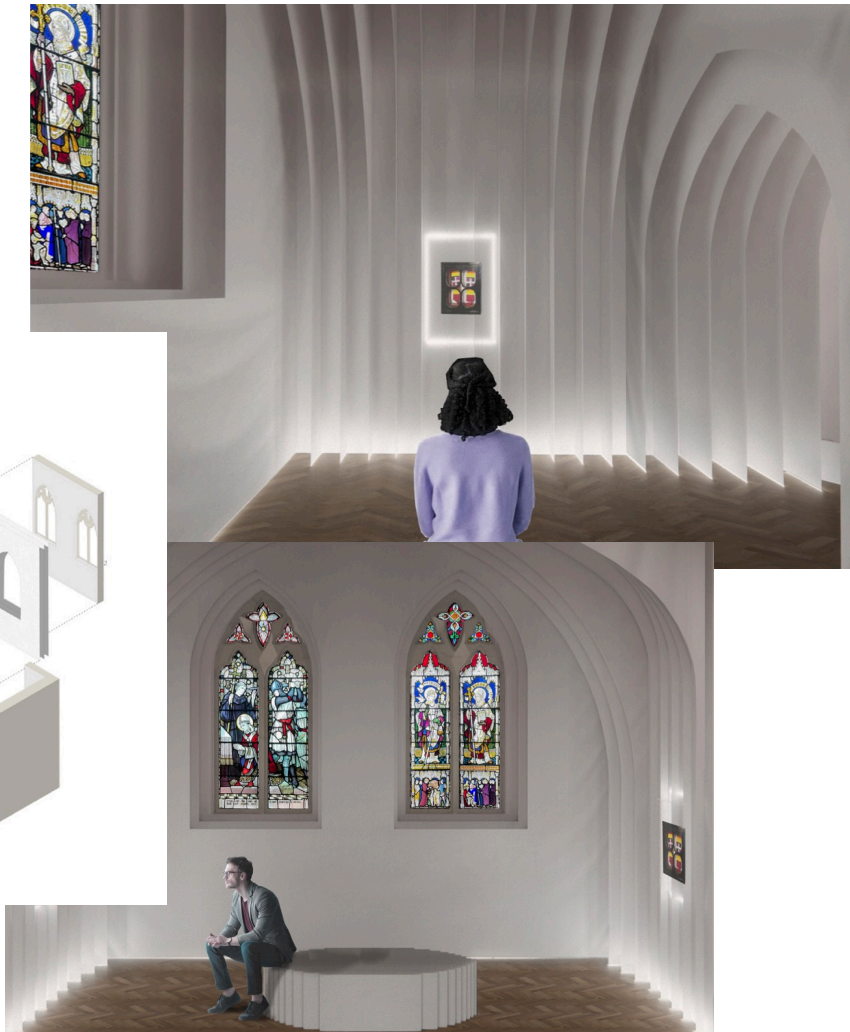
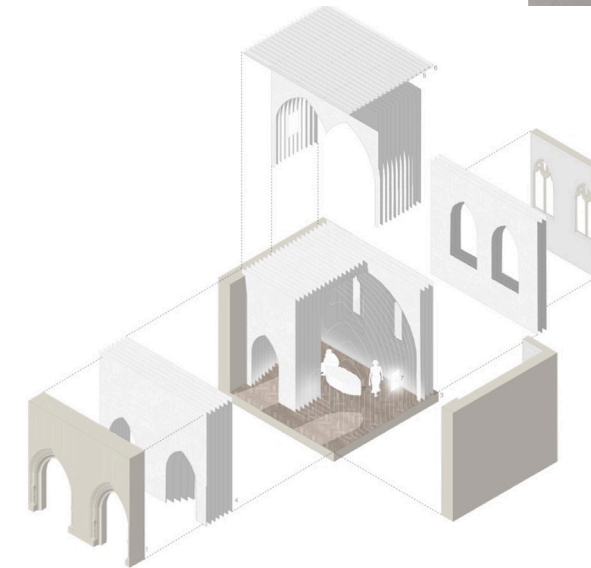
In the afternoon, we watched a film at their on-site cinema, 'Suprêmes', which tells the story of the cult French hip hop band of the same name, and their social and political impact across France.

EXTENDED PROJECT QUALIFICATION

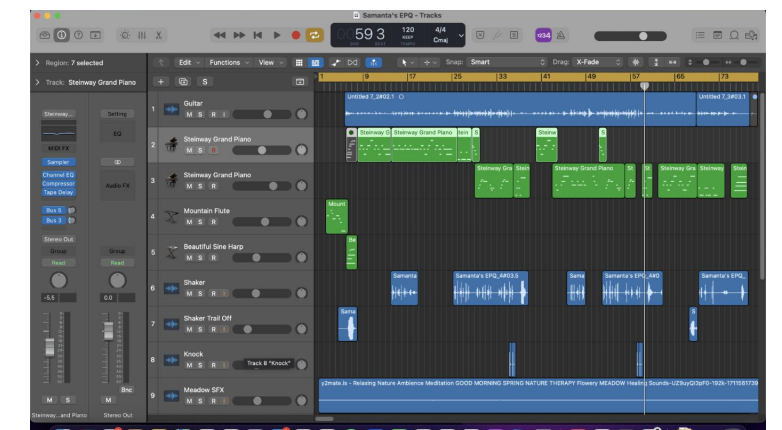


This year's year 12 cohort has produced a particularly wide-ranging set of EPQ projects including five dissertations, five artefacts and one performance. The dissertations covered the topics of environmental impacts linked to the fashion industry and the impacts on the coral reef; the way sculpture in Ancient Egypt reflects the role of women; the impact of the abduction of US journalists in Iran on diplomatic ties between Iran and the US; the way the media 'romanticises' mental health and the implications of this; and using colour as a diagnostic tool for children with autism spectrum disorder (ASD).

The artefact projects included: a 'fabric church' model; changes in corset design from the Victorian age to the present; 2D exhibits on the evolution of braid design; a sculpture reflecting contrasting emotions of a teenage girl; and a poster challenging anorexia in dance.



Finally, the performance topic was a rendition of Marylyn Monroe's 'Down in the Meadow' examining how far she should be distinguished for her vocal skills as much as her acting ones.



GEOGRAPHY

Fieldwork is an integral and essential element of 'A' Level Geography. All groups who have attended field visits in the past have found them to be interesting, informative, requiring hard work, but overall an enjoyable experience.

Year 12 'A' Level geography students visited the coastal town of Whitstable in Kent to carry out various field work investigations about issues affecting the coastal environment in this area. The excitement of measuring and analysing beach sediment and carrying out questionnaires with local residents was only bettered by the glorious weather we had!

It became difficult though to distinguish the lobsters on the lunchtime menu with Mr. Lawless tanned legs!



Podcast

Costing the Earth

There are some great podcasts here to pick from on a wide variety of geographical issues including climate change, carbon, urban greening, deforestation, alternative power, plastics etc.

[BBC Iplayer](#)

One Planet

Almost 500 topics of interest from around the world focusing on contemporary and thought provoking geographical issues.

[BBC Iplayer](#)

Competition

Appealing to all you budding amateur photographers. The summer break is when many of you will be off visiting interesting places as you go on holiday. This could be an opportunity to show off your eye for detail.

The Geography Department will be running a competition where you can submit a number of photographic pictures of a natural and human landscapes that you consider best captures the geography of the place you have visited.

This could include for example landscapes such as coastlines, mountains or interesting city features. Even if you are not planning to go away you could still take pictures of interesting features in your local area that you feel relates to the subject.

Your selected pictures will need to include your name and form group and description of where this photograph was taken. Please submit your photograph electronically at the start of the new term. All photographs will be displayed during the Borough Open Evening later in the Autumn Term. Prizes will be awarded to the 1st, 2nd and 3rd best judged photographs that are entered.

So get clicking!

Have a great holiday.



During her two-year BTEC Graphics course, Choice Mukoro attended workshops at the University of the Arts London as part of the Insights Programme. This initiative provides students with an understanding of university life through various interesting and fun workshops. In September, Choice is considering pursuing a BA in Product Design at the University of Lincoln. She has gained considerable foundational skills in design and has recently been working in 3D, which will give her a head start in her new course.



Mary Menase



This year, as part of their BTEC course, two Year 13 students worked with digital film and animation for their final unit. Mary Menase and Choice Mukoro enhanced their 2D graphic skills and incorporated motion and sound into their projects. Mary explored the rising popularity of team sports for girls, examining the obstacles, both past and present, to create engaging, adventurous work that involved some risk-taking. Choice focused on Identity, presenting an intimate story about her father's life journey.

Another notable student, Keziah Boateng, made significant progress during her BTEC Graphics course. She achieved great strides in her design work and became proficient in professional design programs to realise her creative intentions.

Special mention goes to Ibitola Omole, who, like Choice Mukoro, investigated her mother's connection to London and the communities she lived in, particularly Hackney. Ibitola examined the urban fabric, both historically and in the present day, producing a series of well-executed and technically accomplished architectural drawings of buildings and locations in Hackney.



Keziah Boateng

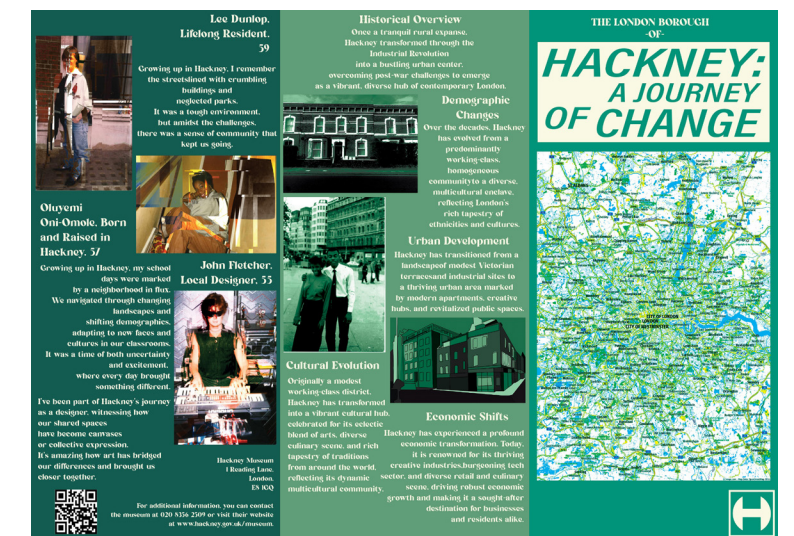
GRAPHICS



Choice Mukoro



Ibitola Omole



HEALTH & SOCIAL CARE

NHS HEALTH AND SOCIAL CARE CAREERS FAIR



The NHS is the UK's biggest employer in the UK. It has over 1.98 million employees and over 350 different career pathways. When studying Health and Social Care you will have the opportunity to attend a number of different careers events that will give you an insight into roles within the NHS and exposure to jobs that you maybe never knew existed. When attending you will have the chance to engage in conversations with healthcare professionals and get personalised advice. As well as attending live talks to gain insights into the NHS and social care. Some of the events that have been on offer this year have been run by local universities, like Middlesex University, where you can visit in person and speak with health professionals directly or via our link with Inspiring the Future, where events happen on line and will take place during lesson time within the school day.

Other opportunities include attending live virtual NHS Healthcare careers work experience programmes. You are able to select a one-day placement or a full 6-month work experience programme where you will get the chance to follow patients from admission to discharge in a high fidelity suite which is designed to provide you with an immersive experience. This experience will not only give you an insight into the work of healthcare professionals but support you in the completion of assignments and external examinations.

Students who study health and social care often progress into health related courses at university. In the current Year 13 cohort, six students have applied and be given offers for Nursing and Midwifery at university. They follow many other students who have gone on to study courses related to the subject including; Health Sciences, Radiography, Social Work and Early Childhood Studies.

Live Virtual NHS Healthcare Careers Work Experience Programme





HISTORY

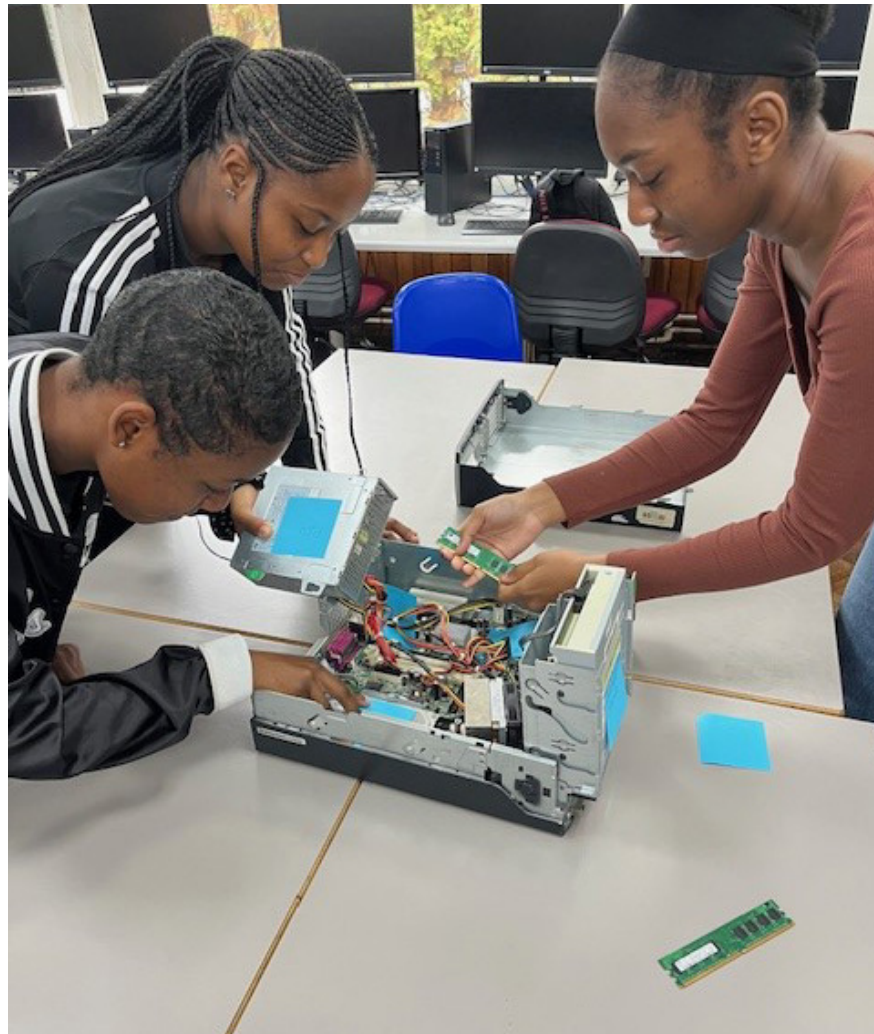
Year 13 politics students went for a tour of the Houses of Parliament in July and in November visited again to watch a debate at the House of Commons from the Public Gallery. Students enjoyed watching Penny Mordaunt as Leader of the House of Commons lay out the schedule for the House for the next two weeks. This allowed there to be a range of questions from MP's about current issues and concerns. Students also watched the official procession of the Speaker and learnt a huge amount about the workings of the House of Commons.

A speaker from the Council for Arab-British Understanding came into school to speak to Sixth Form history and politics students about Understanding Israel and Palestine. The speaker spoke about the origins of the conflict, as well as the current situation. Students had the opportunity to ask questions and saw a range of maps and primary sources to support their understanding of the conflict.



Sixth Form politics and history students attended a political talk at the London School of Economics about the US Super Tuesday results and heard predictions for the US presidential election. Students heard from 5 US politics experts, who discussed whether Donald Trump has a chance of becoming president again and what are Biden's biggest obstacles to winning a second term in office. Students also had a chance to explore the LSE campus and experience some university culture.

INFORMATION TECHNOLOGY



Explore IT through YouTube videos: There are a number of YouTube channels dedicated to exploring IT and Computer Science; you can use these videos as a source of inspiration and a starting point to research.

3Blue1Brown

Sebastian Lague

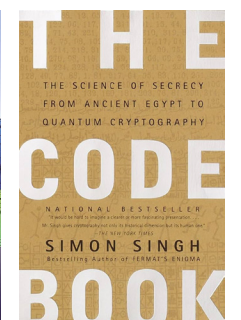
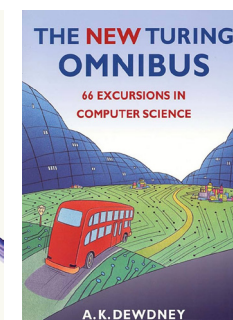
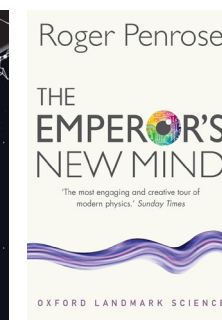
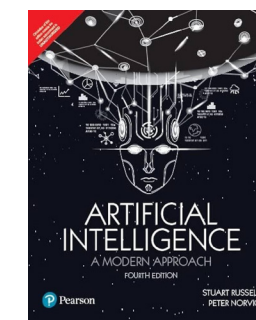
Ben Eater

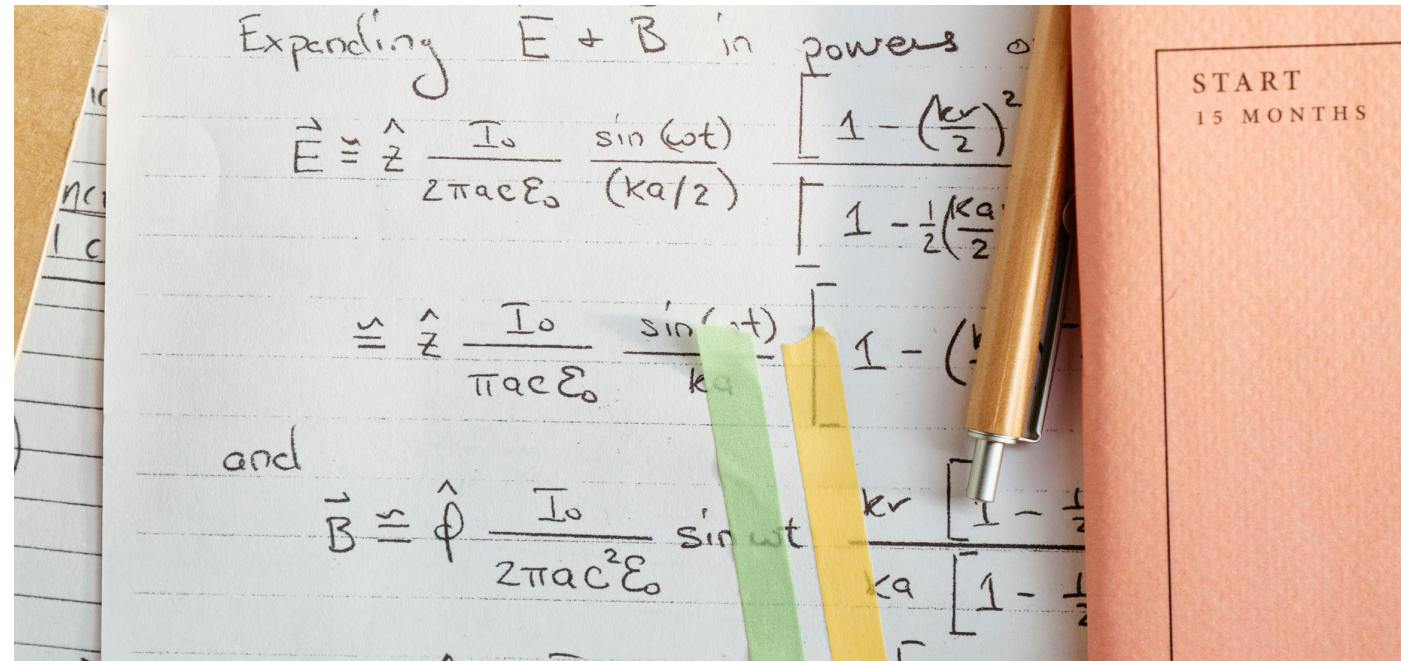


BTEC IT students exploring the internal components of a computer systems!



Reading list suggestions: This includes reading books, blogs and articles.





MATHEMATICS

Year 12 students and year 13 students as well as some year 10 students took part in the Senior Maths Challenge in the autumn term. This event gave the 6th form students the opportunity to challenge themselves by trying to solve problems in a real-life context. All students received certificates including some Bronze.

Well done to the following students:

- Michella Powell (Y13)
- Stephine Agyare Boateng (Y12)
- Alyss Condrea (Y12)
- Dorothy Nantamu (Y12)
- Samanta Qoshku (Y12)
- Esther Okafor (Y10)
- Rainn Oteng-Broomes (Y10)

Example question:

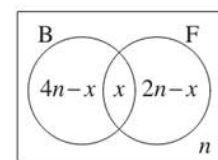
15. In Bethany's class of 30 students, twice as many people played basketball as played football. Twice as many played football as played neither.

Which of the following options could have been the number of people who played both?

- A 19 B 14 C 9 D 5 E 0

Solution:

15. **D** Let the number of people who play both basketball and football be x and the number who play neither be n . A Venn diagram can then be filled as shown. As there are 30 students, $7n - x = 30$. As $x \geq 0$, $7n - 30 \geq 0$ and so $n \geq 5$. From the Venn diagram it can be seen that $2n - x \geq 0$, therefore $2n - (7n - 30) \geq 0$ so $n \leq 6$. So $n = 5$ or 6 and the corresponding values of x are 5 or 12. The only one of these in the listed options is $x = 5$.



PHILOSOPHY & ETHICS

Trip to the theatre!



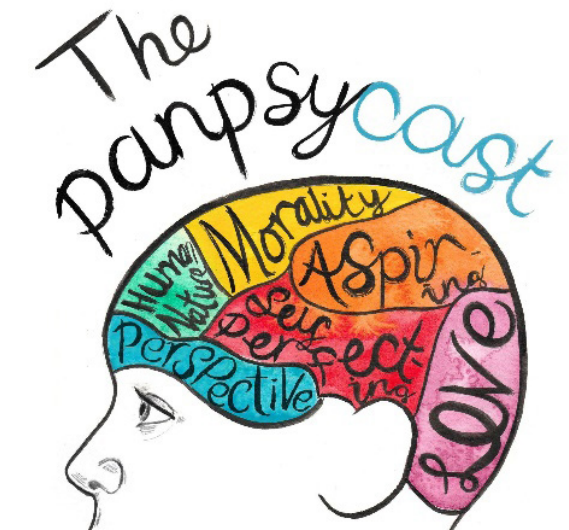
Year 13 students went on a school trip to watch Robert Icke's thought-provoking play, 'The Doctor'.

Through a compelling narrative woven with ethical dilemmas and moral ambiguity, Robert Icke masterfully navigated the complexities of modern medicine, inviting the audience to grapple with questions of personal responsibility, professional ethics, and the ever-shifting boundaries of right and wrong.

Beyond its role as a piece of entertainment, 'The Doctor' served as a powerful educational tool, challenging students to think critically, empathise deeply, and engage with complex ethical issues in a meaningful way.

Post-performance, students were eager to unpack the ethical dilemmas woven into the fabric of the play. From the clash between religious doctrine and medical pragmatism to the delicate balance between professional duty and personal beliefs, 'The Doctor' spurred contemplation on issues that resonated far beyond the confines of the stage.

Listen to a Philosophy Podcast!



The PanpsyCast podcast is an excellent starting point for beginners looking to explore philosophy in an accessible and engaging way. It covers a wide range of philosophical topics, from ethics and political philosophy to metaphysics and the philosophy of mind. The podcast aims to make philosophy accessible and engaging to listeners of all levels, from beginners to more advanced students of philosophy, so if you want to challenge yourself there are more nuanced episodes to sink your teeth into!

The podcast often features interviews with experts in the field, offering valuable insights and perspectives that can deepen listeners' understanding of philosophical concepts!

Film/Series recommendations that have a philosophical and ethical element:

- The Good Place
- 1899
- The Truman Show
- Snowpiercer
- The Matrix
- My sister's keeper

POLITICS

St. Anne's Catholic High School for Girls participated in the US Embassy Diplomacy Day

On Monday, 18 March, seven year 12 politics students participated in Diplomacy Day at the US Embassy. The event was invite only and the St Anne's students were joined by students from St Pauls, a school in Streatham and university students from Kings College London and UCL. The US Embassy hosted two sessions, one in the morning with a total of 160 participants and another in the afternoon, with 200 students.

The morning event included an address by US Ambassador, Jane D Hartley. She spoke to the audience about her work as a diplomat in Monaco and France. During her remarks, she described how the US Embassy works with host governments, specifically the work the US Embassy in Paris did to help the French after the terror attacks in 2015.



Following her remarks, the panel of diplomats who deal with logistics, economic policy, defence policy, agriculture and culture described their work at the embassy and their background. They emphasised that the key work of the diplomat was working with the government, policy makers and key industries of the country they are working in. They also described the work of multi-national organisations like COP28, ACAS, NATO, IGP- and G7.



After a question and answer session, the audience attended break-out sessions. There were nine groups with session having around 18 participants each, plus a diplomat to discuss Artificial Intelligence and Disinformation, Geopolitics and Citizenship and Media & the Stories We Tell Ourselves. The list of breakout sessions was extensive, but due to time constraints, only two diplomacy experts could talk to each group in the time allotted.

St Anne's students discussed AI and learned how the US and UK governments are approaching it as both a positive and negative thing. The Geopolitics discussion dealt with the Russia- Ukraine war and how the US was working with partners to enforce sanctions on Russia. The media discussion dwelled on how to determine what is trustworthy news source and how to navigate media to find the facts. The students enjoyed their morning at the Embassy learning about the work of diplomats and how governments work together for common goals.

PSYCHOLOGY

In psychology, we regularly hold end-of-unit celebrations to provide students with opportunities to showcase and develop their research, communication, and critical thinking skills. These sessions are designed to promote curiosity and freedom of expression among learners. Activities often include student reflections, crosswords and games, watching short films related to the topic, and presenting interesting books on the subject.

For the unit on psychopathology, students explored disorders such as OCD, depression, and phobias, learning about their explanations, symptoms, and treatments. As part of the end-of-unit celebration, Students conducted further research to identify variables beyond those specified in their curriculum, allowing them to explore information beyond the textbook. This process equips them with valuable skills, including independent inquiry, analytical thinking, and the ability to synthesize and apply knowledge in new contexts. Each student selected a disorder of interest and researched additional factors that could explain its formation, prevent its onset, or reduce its symptoms.

This task allowed students to demonstrate their research and communication skills, understand the practical applications of their studies, and appreciate the relevance of their learning. Students presented their findings through the creation of informative posters and composed articles to articulate their insights to the class.

**PSYCHETREND
MAGAZINE**





SOCIOLOGY

This year the year 13 sociologists have been focusing on completing the crime and global sociology units, whilst the year 12 sociologists have also been studying the education and crime. The idea is to link sociology to relevant issues in society today by seeing how

1. There may be power inequalities influencing how education, crime and global development issues and policies are implemented and
2. To understand what norms and values are influencing such issues and policies.

In the education unit, our sociologists have been studying the way governments form education policies, which has relevance to our contemporary political debates especially around an election – this includes analysing the role of the state versus market forces in raising standards and seeing the impact of global education PISA education tables as well as national league tables.



In the crime unit, our sociologists have been looking at how crime is measured and the problems with doing this. Other aspects have been the role of the media in contributing to fear of crime and generating 'moral panics'. A further angle is how poverty and relative deprivation are linked to explanations of crime.

In the global sociology unit, our sociologists have been studying contrasting explanations for urbanisation, poverty and social inequalities linked to gender, education and health. This unit is the one that gathers the most global evidence, rather than just focusing on the UK. This is useful in developing better general knowledge and awareness of global news and events.

The year 12 sociologists are going on a trip in July to South Kensington. The focus of the trip is to look at inequalities in society beginning with the exhibition 'Tropical Modernism', which looks at "the colonial origins of Tropical Modernism in British West Africa, and the survival of the style in the post-colonial period when it symbolised the independence and progressiveness of newly independent countries like India and Ghana." We will also take a walk around the South Kensington area to view first-hand the contrasting housing developments at the heart of London. Finally, we will end our trip in Harrods to experience what 'high-end consumerism' looks like in our contemporary society. This will also link in with a discussion on trade, trade barriers, migration and development.



Congratulations!

YOU DID IT!

YEAR 11 - CLASS OF 2024

SEE YOU SOON!



BLAND TO BRAND