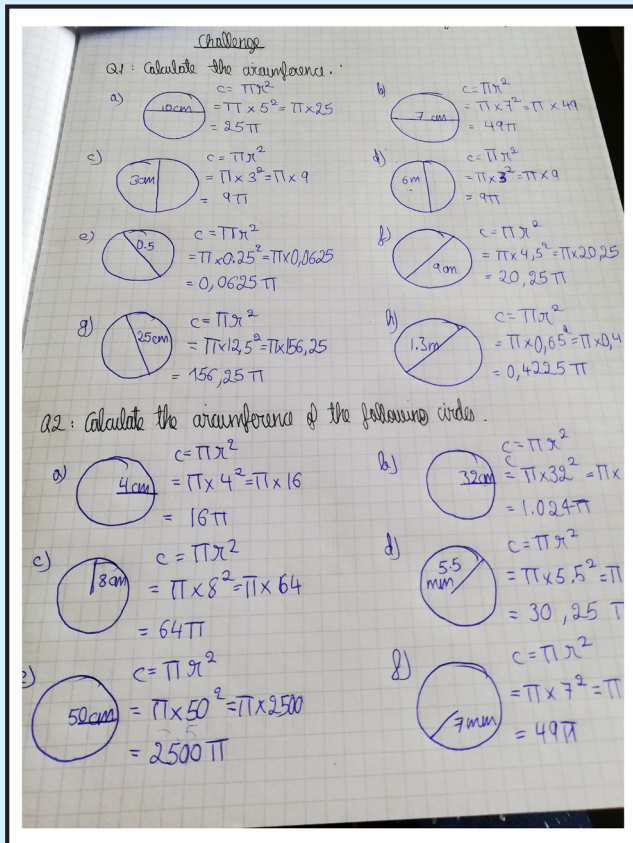


## Good Student Work



### ASSESS THE VIEW THAT THE MAIN FUNCTION OF THE EDUCATION SYSTEM IS TO REPRODUCE AND LEGITIMISE SOCIAL INEQUALITIES (20 marks)

As an introduction, Marxists such as Bowles and Gintis (1973) who argued for a correspondence principle between education and the workplace, Althusser who argued that education was an ideological state apparatus that perpetuated class inequalities, and Halsey, Heath and Ridge (1980) who found evidence of class inequalities; all of them would agree with this statement. However, functionalists such as Parson would argue that education is based on meritocracy, furthermore other functionalists such as Durkheim (1925) would argue the main function of education is to act as an agent of secondary socialisation.

One reason as to how the main function of the education system is to reproduce and legitimise social inequalities is through a correspondence principle. According to Bowles and Gintis (1973) the education system is deliberately like the workplace since they both have hierarchies which needs to be respected and they also have different subjects that are compared to the different tasks a worker needs to fulfil as well as receiving positive and negative sanctions depending on how the work was done. All these factors contribute to the idea that the educational system produce obedient workers that don't dare to challenge the hierarchies that keeps them oppressed.

One reason as to how the main function of the education system is not to reproduce and legitimise social inequalities it's because of meritocracy. According to Parsons, the education system judges every student on universalistic standards which are presented in the public curriculum offered by state schools as well as exams which are the same for all students e.g. GCSE and A-level; therefore the status of each student is achieved rather than ascribed so that the role allocation of people coming out from the school system reflect the effort the put in achieving that status. This means the educational system doesn't reinforce social class inequalities since it's rather based on the principle of meritocracy.

Another reason as to how the main function of the education system is to reproduce and legitimise social inequalities it's because it acts as an ideological state apparatus. According to Althusser, education perpetuates social class inequalities by turning pupils into workers and make them respect the hierarchy which were imposed upon them, similarly to Bowles and Gintis he also argue for

## Excellent Maths work from Lorena year 8

## Wonderful Sociology work from year 12 Flavio

### Functionalist views on the family

#### Functions of the family: Murdock

Reproduction	Sexual	Educational:	Economic
Every society needs new generations in order to continue.	Regulates sexual behaviour in society and sex within marriage encourages social order.	Parents teach their children the values, norms and customs of a society so that they can grow up to be well-integrated citizens.	Parents become productive workers in order to provide housing, food, and clothing for their family.

#### Functions of the family: Parsons

Parsons argued that the functions of the family have changed over time. He believed that industrialization led to the development of nuclear families since they were more suitable to meet the needs of an industrial capitalist society. Therefore, industrialisation caused fundamental social changes to both the structure and the roles within the family. For example, since factories and new job opportunities emerged in urban areas, many extended families had to split up and move to these areas. So, these nuclear families became geographically mobile. Also, in industrial societies, people no longer had an ascribed status and they could now improve their positions through hard work.

Primary Socialisation	Stabilisation of adult personalities
He believed personalities were made and not born so a child could only become a responsible citizen if parents made sure they were taught the basic norms and values. Therefore, considered nuclear families as "personality factories".	Parson argued that the family helped to relieve the stress of the adult's daily lives. Nuclear family acted as "warm bath" so they relieved the pressures of work and society just like a warm bath soothes and relaxes. This family provided the husband and wife with clear different roles, the male was the "instrumental leader" and the wife "the expressive leader."

#### Criticisms:

- ✗ Ignores conflicts and problems within families such as domestic violence and the oppression of women.
- ✗ The theory is outdated as roles have changed; women's priorities are establishing themselves in workplaces rather than getting married and having kids.
- ✗ It is too deterministic as it assumes that every person accepts the norms and values and exclude those who rebel themselves.

Monday 20<sup>th</sup> April 2020

### Anti-school Subcultures

A subculture is a smaller culture that exists within a larger culture. A subculture often has views that contradict the larger culture or views that are different to the larger culture.

Within schools, anti-school subcultures can emerge which consists of students and even sometimes teachers who form a culture that goes against the school's values, and beliefs, and ethos.

Members of such cultures may:

- Dislike authority
- Behave disruptively
- Smoke
- Be truant
- Break school rules

Why would people join anti-school subcultures?

Because they may have the same values and norms in an anti-school subculture and others may join to look 'cool'.

Does this school have an anti-school subculture?

No.

Is there a difference in how boys and girls express belonging to anti-school subcultures?

Girls may not express as much as boys do when it comes to belonging to an anti-school subculture.

There were boys at the school that believed their time was being wasted and believed they were superior to the other students and the teachers. Their rejection of school made them suitable candidates to male-dominated, unskilled or semi-skilled, manual work.

## Superb Sociology work by Alessia in year 12

## Fantastic work in Sociology by Sem in year 10



Accelerated Reader

Find your book & take the test

## Accelerated Reader Book Quizzes At Home

Students are able to access the Accelerated Reader book quizzes from home, so they can continue to read and enjoy quizzing while away from school.

To do this, all they need to do is log on to the school's website:

[www.sjbc.wandsworth.sch.uk](http://www.sjbc.wandsworth.sch.uk) and follow this path:

OUR SCHOOL >  
LEARNING >  
LIBRARY LRC >

and scroll down to:  
'Accelerated Reader For Students'

Click on the link and log-in as usual with your 5 letter username and 'ABC' as your password.

Super work from Leema, Estiphanos, Joshua, Heryacos and Arthur who have continued to pass quizzes while working from home.

## Good Student Work - MFL

Samples of some amazing French work produced by Ms Tharsis' students during the lockdown, and also highlighting the efforts to interact in French with their teacher across all year groups.

**OUVERT ET FERME**

Lundi 6h de 22h  
Mardi 6h de 22h  
Mercredi- Ferme  
Jeudi 8h de 21h  
Vendredi 7h de 19h  
Samedi 9h de 12h  
Dimanche- Ferme

**Le sports inclus sont la:**

- Tennis
- Natation
- Le Tennis
- Football
- Gymnastique

**C'EST FANTASTIQUE**

**OUVERT DU LUNDI AU VENDREDI DE 6h A 22h**

Date

### Gabriel - Year 7

**CENTRE DE LOISIRS DE LU**

Voulez-vous rejoindre les grands cours de yoga au centre de loisirs de lu ?

Temps de yoga:

Lundi - Vendredi	11h-12h
Samedi - Dimanche	11h-12h, 12:30h-13:30h, 14h-15h, 15:30h-16:30

Address: 2 Place **du Centre de Loisirs**, SW15 8PT, London, United Kingdom  
Phone: +44 207 6757 689

### Luthando - Year 6

**Teams' chat**

MT Vous 9 avr à 9:33 AM  
REGISTER: Who is there ?

TM Taylor 24 avr à 9:36 AM  
merci beaucoup

JC Joestis 3 avr à 9:57 AM  
bonjour

**Publication**  
V9 French x/F1 / Général

MT Vous 27 mars à 9:39 AM  
Bonjour, Joestis!

JC Joestis 27 mars à 9:39 AM  
salut

JC Joestis 27 mars à 9:39 AM  
Ca va?

DT Dianne 27 mars à 9:39 AM  
bonjour miss! im here

MT Vous 27 mars à 9:40 AM  
Ca va comme ci comme ça, Joestis. Et toi ça va, Joestis?

MT Vous 27 mars à 9:40 AM  
Bonjour, Dianne!

MT Vous 20 mars à 10:12 AM  
By the way: BONJOUR, Jay!

JM Jagan 20 mars à 10:14 ...  
Bonjour miss tharsis

Mariano 20 mars à 10:15 AM  
Bonjour miss

Roberto 20 mars à 10:24 AM  
terminer le travail que l'enseignant vous a dit de faire comme je l'ai fait

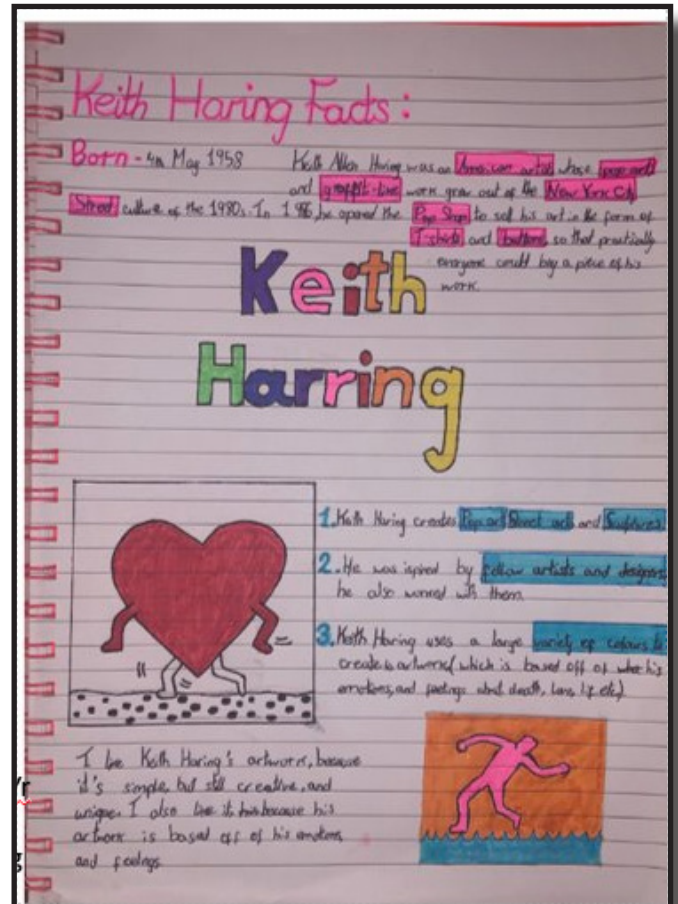
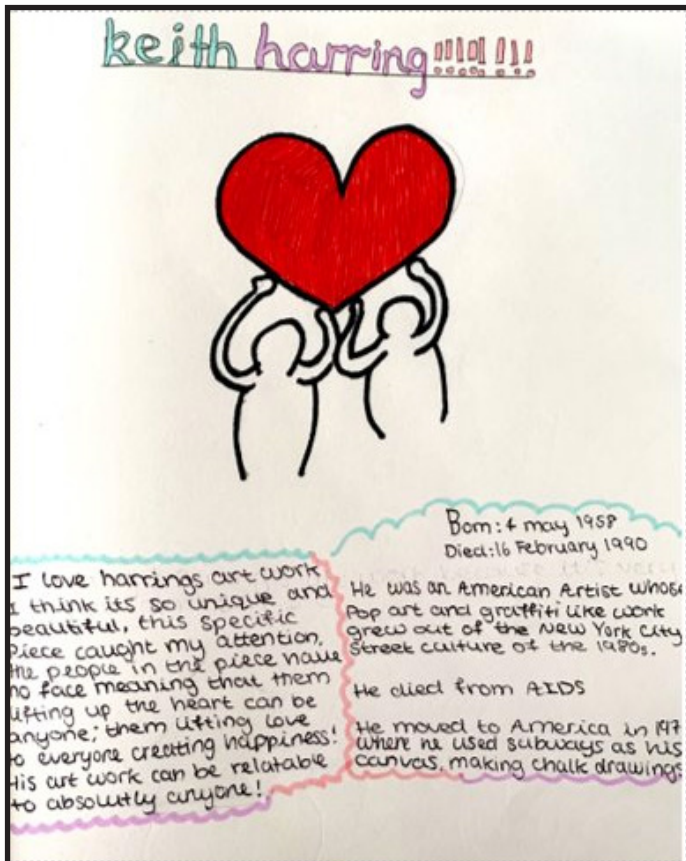
Estefania 19 mars à 10:06 AM  
ohh alright and sorry yess, bonjour miss, passez une bonne journée et restez en sécurité x

MT Vous 19 mars à 10:11 AM  
Bonjour bonjour Stéphanie !  
Merci beaucoup et merci pour la recommandation. Toi aussi!

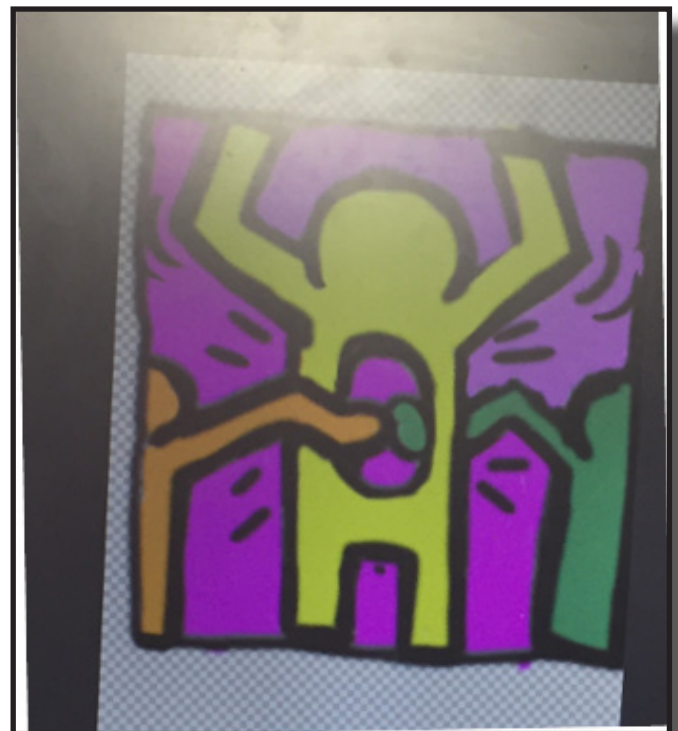
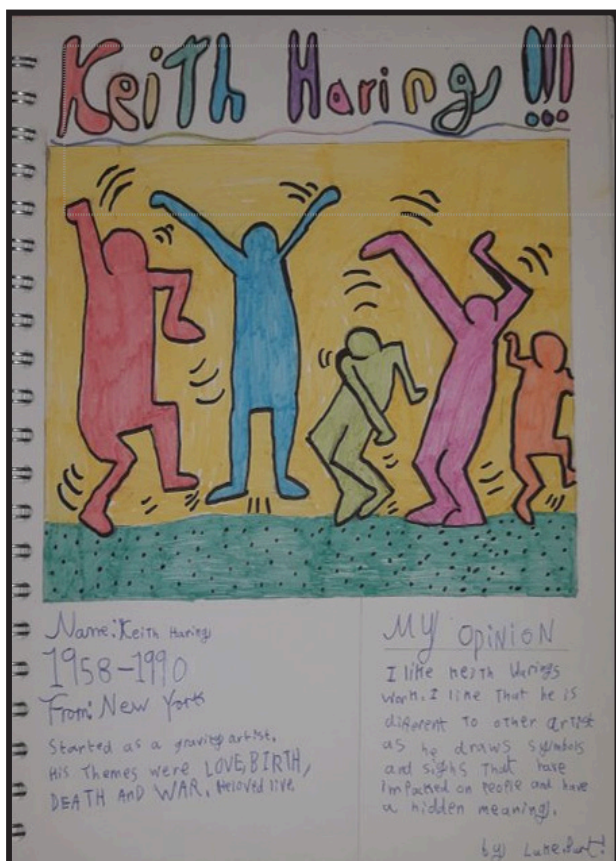
### 'Teams' chat

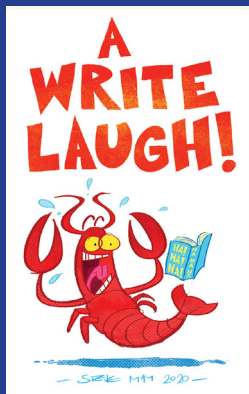


## Good Student Work - Art



Year 8 Art students, Annabela, Rebecca, Luke and Joshua are investigating the work of street artist Keith Haring, looking at his figures and his style.





Authorfy have just announced brand new writing competition for children aged 5-13.

The competition is called 'A WRITE LAUGH' and the aim is simple - to write something that makes you laugh. You'll find more rules and a downloadable / sharable poster below, but more information, writing tips, and a hilarious trailer with author, Guy Bass, can also be found here: <https://authorfy.com/masterclasses/awritelough/>

### A NEW WRITING COMPETITION FOR CHILDREN...

In association with children's author, Guy Bass, his publisher, Little Tiger, and children's magazine, The Week Junior, Authorfy are delighted to announce a brand new writing competition for children aged 5-13. It's called A WRITE LAUGH, and the aim is simple - to write something that makes you (and us) laugh!

**WHAT YOU CAN WIN:**  
1st prize winners will have their story published in an eBook that will be free to read and download online, a year's subscription to The Week Junior and £100 worth of books from Little Tiger. 2nd and 3rd prize winners will also have their stories published in an eBook and will win bundles of books worth £75 and £50.

**HOW TO ENTER:**  
- Just write a story in no more than 500 words that makes you laugh.  
- It can be about anyone or anything, anywhere, in any time or any place.  
- If you're stuck, watch some videos at [authorfy.com/masterclasses/awritelough](https://authorfy.com/masterclasses/awritelough) where Guy and his author friends share their tips for writing funny stories.  
- Once you've written your story (it can be handwritten or typed), send it in an email to [awritelough@littletiger.co.uk](mailto:awritelough@littletiger.co.uk).  
- Your entry will only qualify if you include your name and your parent's name, your age, your address, and a parent email address and phone number.  
- Entries must be written in English and you have until 31st May to send them in. More T's & C's can be found at [littletiger.co.uk](https://littletiger.co.uk).

IN ASSOCIATION WITH:

## Careers Talks

Great careers talks for all students to sign up to.

Please enter the link below into your browser and follow the steps;

<https://www.speakersforschools.org/inspiration/vtalks/upcoming-vtalks/>

Miss Bennett will also be sending you careers information via teams – Look out for this!

**MONDAY 11th MAY**

- 10am – Session in partnership with GAIN
- 2pm – Joe Twyman, Co-founder and Director, Deltapoll

**TUESDAY 12th MAY**

- 10am – Simon Mellor, Deputy Chief Executive, Arts & Culture
- 2pm – Josie Rourke, Film and Theatre Director

**WEDNESDAY 13th MAY**

- 10am – Lady Nicola Mendelsohn, Vice President for EMEA, Facebook
- 2pm – Sereena Abbassi, Worldwide Head of Culture & Inclusion, M&C Saatchi

**THURSDAY 14th MAY**

- 10am – Ed Couchman, General Manager, Snap Inc.

**FRIDAY 15th MAY**

- 10am – Fawaz Bitar, Senior Vice President, HSE, BP

**MONDAY 18th MAY**

- 10am – Aleida Rios, Group Head of Engineering, BP
- 2pm – Session in collaboration with Unifrog

**TUESDAY 19th MAY**

- 10am – Robert Peston, Political Editor, ITV & Founder, Speakers for Schools
- 2pm – Kathrina Mannion, Director of Environmental Policy, BP

**WEDNESDAY 20th MAY**

- 2pm – David Dein, Former Chairman of Arsenal and the Football Association

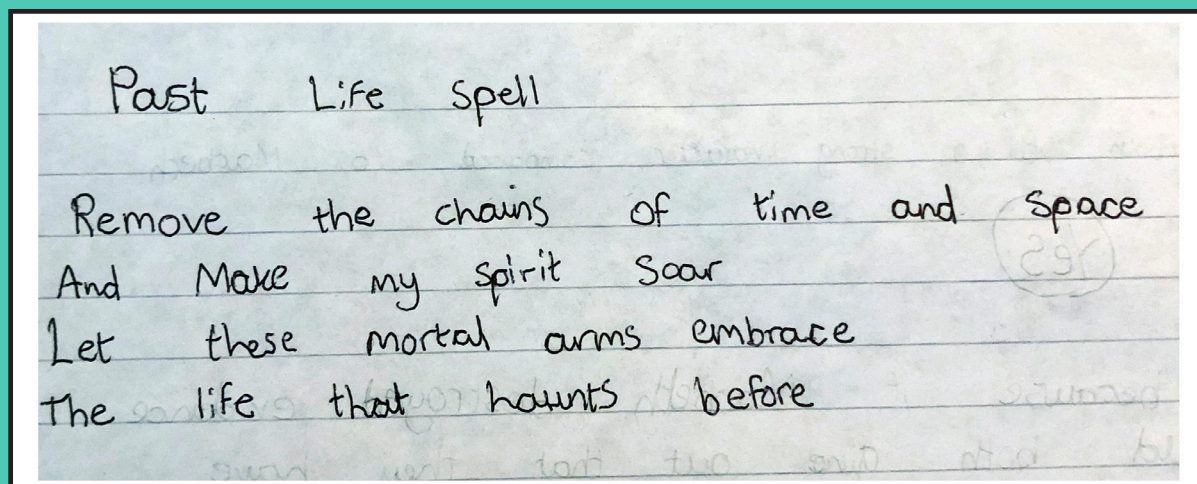
**FRIDAY 22nd MAY**

- 10am – Tom Dore, Head of Education, British E-Sports Association

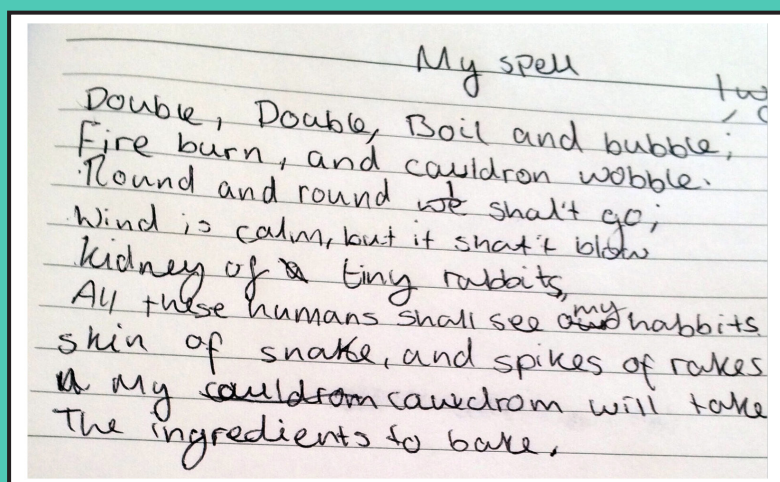


## Good Student Work - English

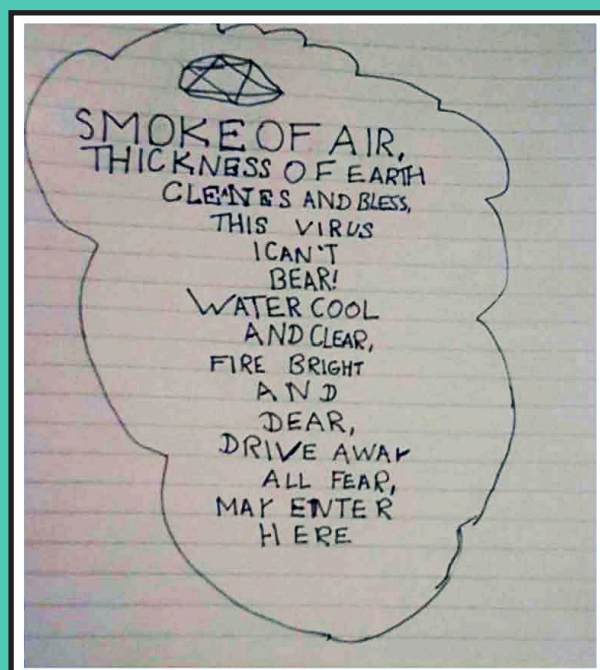
Miss Gartland's year 7 English class have been writing their own spells, inspired by the language of the witches in Macbeth – exploring trochaic tetrameter, repetition and rhyming couplets.



Aneka - Year 7 - A past life spell



Maluhky - Year 7 - A spell to control the weather



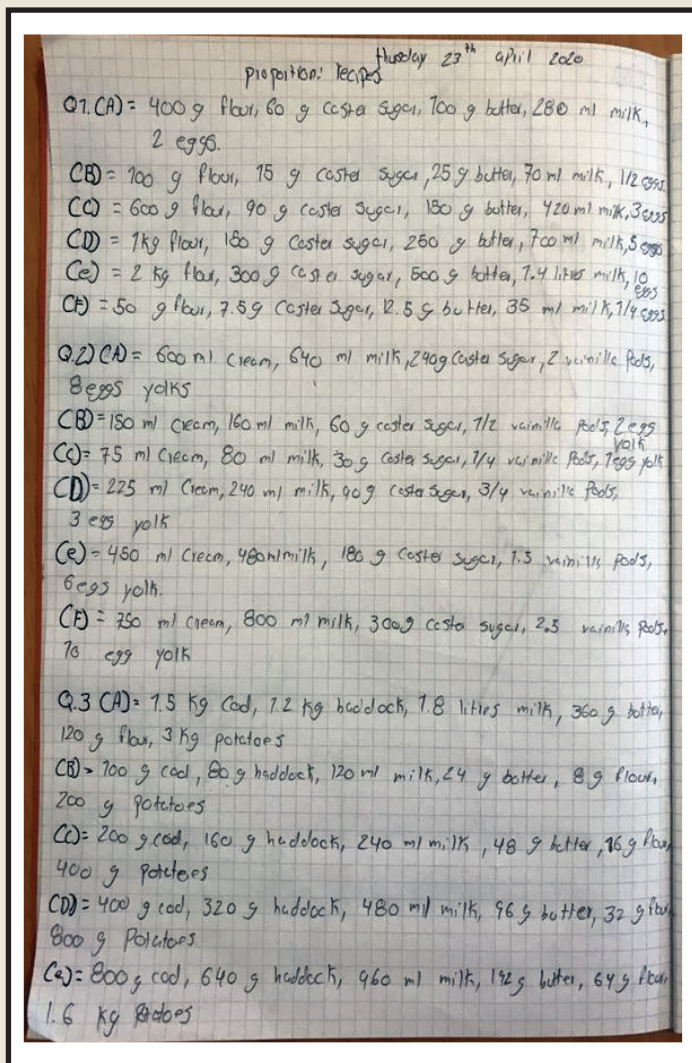
Heryacos -  
 Year 7 - Stop  
 coronavirus  
 spell

- A string of hair is all I need to make fake friends disappear.
- Fake friends are the worst I just wish I could make them burst.
- Trouble trouble make it bubble.
- Fake friends is like a curse that makes your school life very worst.

Brit - Year 7 - A spell to make fake friends disappear



## Maths



## Simon - year 9

Work Sheet 6		
Complete this homework <u>on the sheet</u> . All workings must be shown in your exercise book. Parents/careers are allowed to help you and/or check your work. Please ask them to sign below when completed.		
Student Name:	Parent Signature:	
1	Simplify the following, giving your answer in index notation: $2^4 \times 2^3$	$2^9$
2	Expand: $3(8 + n)$	$24 + 3n$
3	Work out: $9 \times 3 + (6 - 1)$	$32$
4	Find: 20% of £140	$£28$
5	Find: 50% of 9kg	$4.5\text{kg}$
6	Without a calculator, increase £320 by 45%	$£464$
7	Write down the calculator sum to work out: increase £40 by 17%	$40 \times 1.17$
8	Solve the following: $y - 5 = -22$	$y = -17$
9	Solve the following: $9x - 5 = 85$	$x = 10$
10	Solve the following: $6(x + 2) = 36$	$x = 4$
11	Round to three significant figures: 0.38462	$0.385$
12	Work out $2\frac{3}{4} \div 1\frac{1}{2}$ . Give your answer in its simplest form.	$5/6$
13	Write down the mode of the following numbers: 12, 1, 10, 1, 9, 3, 4, 9, 7, 9	$9$
14	Write the nth term for the following sequences: 1, 5, 9, 13, 17	$4n - 3$
15	Write 36 as a product of prime factors	$2 \times 2 \times 3 \times 3$
16	Work out $9/10 \times 1/6$ . Give your answer in its simplest form.	$9/60 = 3/20$
17	Write 21 out of 25 as a percentage	$84\%$
18	234 boys and 421 girls go for dinner. Tables seat 5 each. How many tables will the group need?	$131$
19	Estimate: $1221 - 495$	$1000 - 500 = 500$
20	Calculate: $1060 \div 8$	$132.5$

## Shiloh

## Sociology

Giulia Gramigna – Year 12

### Investigating how successful a school is

The success of a school can be judged in several ways.

League tables focus on exam results and researchers can make comparisons between schools on that basis. There are several other statistics that schools produce that allow judgements to be made.

School success may also be about things such as tolerance, a sense of belonging and community, or indeed the happiness of pupils.

Sociologists may use official statistics to investigate how successful a school is. This method allows the researcher to see trends and patterns over several years. Official statistics also enable a comparison to be made between schools. However, official statistics on a school only produce quantitative data, which may not capture fully the real experiences of life in a school.

Applying the case study above your knowledge of research methods, evaluate the strengths and limitations of using official statistics to investigate how successful a school is. (20 marks)

Official statistics are quantitative data gathered by government agencies or official bodies. They can be represented in graphs, tables and figures and are important secondary sources for the sociologists. They can be used in several ways, one of which is to study education, where most times the statistics focus on the levels of attainment and subject choice. These statistics are often produced by the DfE (Department for education), where sociologists can collect the data and use it. Statistics could also be used for examining the long-term trends and making comparisons between social groups, for example, males and females.

The official statistics are used by the sociologists because they are generally easily/readably available. They help the sociologists to analyze social changes, for them to consider trends which allow them to assess the impact of social changes in legislation. However, these statistics might not have been collected for a sociological purpose therefore the variables the researcher may have been recorded and their research is limited to looking for relationships between variables. The interpretivists argue that the construction of the statistics is a social process e.g. not every crime is reported.

The positivists prefer the official statistics because their reliability means they can be used to test and re-test hypotheses and thus cause and effect relationships. They are often reliable because the government imposes standard definitions and categories which schools must use. CVA in league tables not just considering exam results in league tables, but also the level of deprivation pupils suffers.

The interpretivists on the other hand, question the validity of official statistics so that truants are defined to be on study leave and it doesn't affect the school's attendance figure.

Regarding the practical issues, the official statistics are an easily accessible and plentiful source of information, however the information required by sociological researchers is not always available.

## Guilia - year 12

## Terry's Tasty Baking



Terry creates a delicious carrot and chocolate cake in the SJBC kitchen.



# Good Student Work - English

Miss Bud's English class have been responding to questions on the poem 'London' by William Blake. Here are some top tips for year 10 students on how to analyse a piece of poetry.

## Learning Tips For Year 10

### Analysis of the poem 'London' by William Blake

Lamik

#### Q1. What inspired Blake to write 'London?' (A03)

Blake suggests that the experience of living in London could encourage a revolution on the streets of the capital. This may have been influenced by the recent French Revolution. The use of the word 'chartered' is ambiguous and goes against control and ownership.

#### Q2. 'How does Blake use repetition in the poem?' (Explain answers fully—PEE) (A02)

Blake uses repetition to convey the speaker's belief that everything is a possession of the ruling system and no-one is free. The language itself experiences the same restriction.

#### Q3. 'How does Blake present the social divide in 'London' (Rich vs Poor)? Explain using PEE

The poem 'London' by William Blake reflects his feelings upon the society that he was living in, and how desperately it needed help. In the poem, Blake travels through London and describes what he sees. As a result, he notices a severely oppressed society that is caused by authority, such as royalty or the church.

Jay Lloyd

#### Q1. What inspired Blake to write 'London?' (A03)

Blake suggests that the experience of living in London could encourage a revolution on the streets of the capital. This may have been influenced by the recent French Revolution. It may express the political and economic control that Blake considered London to be enduring at the time of his writing.

#### Q2. 'How does Blake use repetition in the poem?' (Explain answers fully—PEE) (A02)

Repetition is used to introduce the plight of the city's people. "Mark" is initially used as a verb to show that the speaker is observing London's problems, then as a noun to suggest the physical and emotional damage caused by poverty.

## Learning Tips For Year 10

### Analysis of the poem 'London' by William Blake

#### Q7. 'Give an example of juxtaposition from the poem; explain its effect.'

An example of juxtaposition is the first line, with the quote: "I wander through each chartered street." This is juxtaposition because "I wander" tells us that there is a sense of confusion in the city but the rest of the quote sounds like an alternate rhyme and has an ironic atmosphere. In the phrase: "Chartered street" it also tells us that the city seems mapped out but people are still confused.

#### Q10. "'London' is from the AQA Power and Conflict anthology. How does the poem link to the idea of power and conflict?"

One way it links to the idea of power and conflict is by the overpowering affects of emotion which the reader gets with the poem, as they are shocked by the state of London. A quote to represent this feeling is: "In every voice, in every ban." This tells us that most of the population of London was suffering with sorrow and sadness in their lives and couldn't live normally.

Precious

#### Q1. What inspired Blake to write 'London?' (A03)

One thing that inspired Blake to write 'London' was to expose the horror of everyday existence. One way in which he does this is in line 6, where he says: "Pain of humanity heard in every Infants cry of fear." The use of emotive language affects the reader as we usually link children with innocence and purity. The word "Infant" is capitalised to show its importance and also emphasises the impact of cry on the narrator.



Shanly

#### Q2. How does Blake use repetition in the poem? (Explain answers fully—PEE) (A03)

Blake uses repetition to introduce the plight of the city's people. Blake uses the word "Mark" as a verb to show that the speaker is observing London's problems. When used as a noun, it shows the physical and emotional damage inflicted by poverty. The quote for this is: "Marks of weakness, marks of woe." Another quote would be: "In every." This is used to suggest that every person in London is struggling: "In every cry of every man."

#### Q3. 'How does Blake present the social divide in 'London' (Rich vs Poor)? Explain using PEE

How Blake presents the social divide in London between rich and poor is that the poor tend to suffer more than the rich. "How the chimney-sweeper's cry" talks about how poor, young boys were used to sweep house chimneys, belong to the rich. This was a dangerous task as they took risks, such as suffocation from the tight chimney spaces as well as inhaling carbon dioxide. Another example showing how the poor suffered more than the rich is the quote: "And the hapless soldier's sigh runs in the blood down palace walls." This shows how the rich, "palace walls" have more power than those of the lower classes and how they are willing to send soldiers from poorer backgrounds to go to war in their own interests.

Excellent answers from Lamik, Jay Lloyd, Glauk, Precious, Shanly and Mario.





Fans of the 'Harry Potter' series by J.K. Rowling can now listen to a series of personalities read from the books. If you visit

<https://www.wizardingworld.com/>

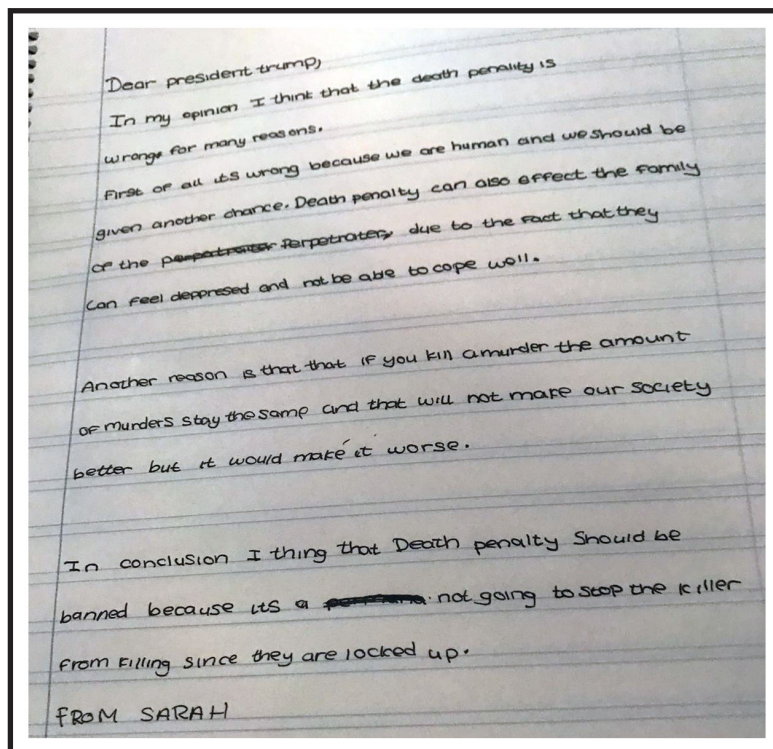
you will find Daniel Radcliffe reading Chapter One: 'The Boy Who Lived'

Daniel reads the first chapter of Harry Potter and the Philosopher's Stone/ Sorcerer's Stone, as part of Harry Potter At Home. Look forward to more special video readings in the upcoming weeks.

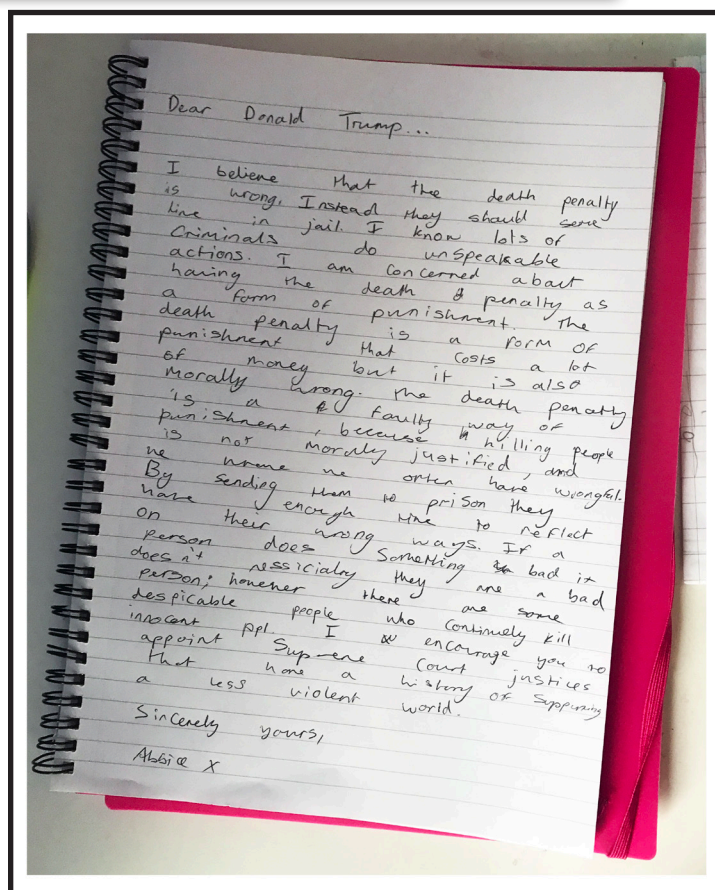
Daniel will be the first of many exciting contributors to help us read through the first Harry Potter book, as he introduces the Dursleys, who don't like anything mysterious. Enter a cat reading a map, owl-filled skies and whispers about the Potters. So, get comfy and enjoy! You can register with the Harry Potter Fan Club to get all the latest updates on further video readings too.

## Letters to the President

Miss Gould's year 7 English students have been writing persuasive letters to Donald Trump, arguing that the death penalty should be abolished!



Sarah



Abbie