

HEADMASTER'S WELCOME

There are wonderful reviews of some of the exciting activities and trips that pupils participated in over half term, and I am very grateful to all my colleagues who organised these opportunities for the benefit of the pupils. Clearly, a lot of fun was had by all, with some lifelong memories created along the way.

There is, as ever, some fantastic pupil success celebrated in the newsletter, with outstanding performances in national mathematics competitions alongside superb wins in the rugby county cups, hugely positive progress in netball, including in the national knockout cup, and more wonderful pupil art. There is a powerful book review from Phoebe looking at violence against

women, and some exciting updates from the Yarm Apprentice teams who have completed their first task after a tough day in the boardroom with our guest Lord Sugar Councillor Peter Monck. Luckily, mocktails were on hand to soften the blow of being fired!

I join Mr Edwards and Miss Rhodes in thanking the range of parents, Governors, former pupils, staff and other friends of the school who took time out of their diary on Tuesday to run 1-1 mock interviews with our Upper Sixth. This was a fantastic evening which will have supported our students in developing skills and being prepared for interviews in the future, where the stakes will be higher. Our students came

across brilliantly, and deserve praise for taking full advantage of the opportunity.

As we look ahead to a busy half term of events, concerts, and so on, the YSA Christmas Indoor Market looms large on November 19th. Having had to cancel the event last year, we are looking forward to welcoming everyone back for a busy and exciting day for our school and local community. As ever, the YSA will be very grateful for any donations for their charity tombola stalls; please check your emails for further information and thank you for giving generously.

Dr Huw Williams

UNIFORM SHOP ASSISTANT VACANCY

We are seeking a friendly and reliable Uniform Shop Assistant to work in our on-site Uniform Showroom.

The Uniform Shop Assistant will support the Uniform Shop Manager in the day to day running of the shop. The successful candidate will be employed on a regular basis each Friday from 12.30pm to 4.30pm (term time only), and must be flexible to cover additional ad-hoc hours.

The deadline for applications is Monday, 7th November 2022 at 12 noon.

Apply online: www.yarmschool.org/jobs



Politics students inside the Norwegian parliament.

CCF MULTI ACTIVITY DAY

Over half term the cadets had the opportunity to participate in a multi activity day at the adventure centre Adrenalin near Richmond in North Yorkshire. The trip focused on pushing the cadets' physical endurance while also building teamwork skills and of course having fun!

The morning was spent paintballing. We participated in six games, ranging from a 'team deathmatch', to 'capture the flag', 'poison the well' and a free for all. Over the games there was stiff competition and owing to a controversial disqualification (not mentioning names) CSgt Stussi and CSgt Jones'

team emerged victorious.

At lunchtime we broke for a special occasion to celebrate Alex McGee's 18th Birthday! Happy birthday Alex and thank you to his Mum for supplying a much needed cake. The afternoon was spent tackling the 'extreme' obstacle course. After some instruction on how to complete the course, the timed race began. Obstacles included high cargo nets, rope swings, monkey bars and mud crawls. The Adrenalin instructors were really impressed with the effort and resilience put in by both teams, however there could be only one winner. Both teams were level on 160 points gained by

completing the obstacles successfully and safely, however Sgt McGee's team emerged victorious with a time of 16 minutes and 27 seconds.

Overall it was a great way to start the half term, well done to all involved for the enthusiasm and commitment!

Captain Taylor



YARM APPRENTICE: TASK TWO IS SET AND ALL THAT GLITTERS AINT GOLD!

An intriguing instruction to meet on the Maths Balcony at 12.45 on the Thursday before half term left the Apprentices perplexed, until they realised that Lord Sugar No. 2 was shortly to arrive.

Curiosity was temporarily sated when Dr Williams (AKA the new Lord Sugar) delivered the new brief...

The latest challenge is for the re-calibrated teams to stock and man a stall at the School's Christmas Indoor Market on November 19th. Allocated £75 and a stall in the Dining Room, the students were advised that stalls must be family-friendly, customer service must be superb, stock must be sparkly and the whole stall needs to be Christmas themed.

Value must be added to all stock purchased, detailed accounts must be kept and health and safety must be considered. Each team must select

a charity to support and teams must be prepared to have a minimum of 2 people working on the stall at all times throughout the day.

Whilst end profit matters, penalties will be imposed if any of the task requirements are not met.

The task will culminate in the Boardroom on Tue 22nd November when Lord Sugar expects to see a 5 minute presentation from each team detailing the whole process and the decision making behind it. One team will win and one or more Apprentices will be fired.

Ollie and Cassie put themselves forward as Project Managers and if you want to see how the Apprentices perform please come along, bring cash, and support them at the YSA Christmas Indoor Market on Sat 19th November!

Miss C E Rhodes

IT'S NOT ABOUT THE MONEY, MONEY..



Another Thursday and another highly attended EconBus Soc, this time to hear Upper Sixth Economist Eizad discuss how innovations in technology affect the economy. In a fascinating, well researched and confidently delivered presentation he explored topics including AI Investment and cryptocurrency, before opening the floor to a wider discussion evaluating the desirability and inevitability of technological advances.

Thank you to Eizad for giving us all food for thought and challenging some preconceptions on cryptocurrency.

We look forward to more student led sessions in the run up to Christmas. If you are a Sixth Former from any discipline and want to be involved in the Society please speak to Laura or Ben our superb Chairs.

Miss C E Rhodes

**Rudolph Rodeo
Children's Games,
Santa's Grotto!**



YARM SCHOOL
EDUCATING FOR LIFE

Yarm School Association

CHRISTMAS INDOOR MARKET

Saturday 19th November,
10am - 4pm, Yarm School

£2 Adults, Children free, Pay on the door



Craft Stalls,
Gift Ideas,
Food & Drink

YARM APPRENTICE: FIRST LORD SUGAR MAKES SURPRISE FIRING

The product may have been Mocktails but there was nothing mock about the Boardroom when the teams had their first face-to-face encounter with Lord Sugar Number One, local councillor Peter Monck

First to present were Team Tees, Project Managed by Jasmine. Alongside Arhana and Simmi, Jasmine pitched Yarum Sunset, a cranberry, pineapple and lime concoction with a rice paper poppy on the top. It was evident their market research had been thorough, and the historic links to Yarm were evidenced during their talk.

Next up were the Yarm Ultras, and PM Nathan pitched alongside Adhi, Cassie and Sam. With a sample produced during the presentation by Lily and Emma, The Rapid was seen to be an eye catching blue, to reflect the flooding of Yarm.

After two confident pitches, showcasing the guidance received during their DBS training a few weeks earlier, Lord Sugar had a very difficult decision to make and intensive questioning ensued. But ultimately Team Tees were declared victorious, due to the stronger consideration of and reference to the history of Yarm! And, whilst Jasmine and team mates enjoyed hot chocolate and doughnuts as their Lord Sugar Treats, Nathan was asked to bring two of his team back to the

Boardroom. After strenuous grilling, in a break from tradition Lord Sugar shocked all with not one, not two but three Apprentices (Nathan, Gaurav and Lawrie), hearing the fateful words, "You're Fired".

Bonus points for outstanding contribution to the task were peer awarded to Harry and Nathan, whilst the Claude and Karren points went to Jasmine and Cassie, with winning PM Jasmine also securing PM points.

The league board is now up outside B1, but with Task 2 now underway it

really is all still to play for.

We are very grateful to Mr Monck for taking the time out of his busy day to support our students and we hope that the winning Mocktail will be utilised when the Heritage Centre is launched. We of course wish him every success with the valuable local venture and hope that our students can continue to be involved with this in some way in the future.

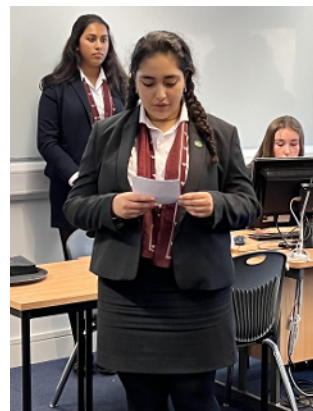
Miss C E Rhodes



Lord Sugar aka Peter Monck



Team Tees pitch their Yarum Sunset



Yarm Ultras demonstrate their product development

QUESTION TIME! UPPER SIXTH MOCK INTERVIEW EVENING

As part of the preparation for life beyond Yarm School there has always been a bespoke Mock Interview programme for the Upper Sixth students organised by Miss Rhodes. For many students an interview will be a part of their university or apprenticeship application process. For others they may not face an interview until applying for a placement or internship at a later stage of their study. But it is certain that the skills and experience will be required at some point, so an opportunity to replicate the experience and have the chance to gain some invaluable advice is very worthwhile.

This year in a change to previous approaches the Careers Department opted to organise the programme into an event taking place over a single evening. Students in the U6 were asked if they wished to have an 'internal interviewer' utilising a diverse range of members of staff with experience of interviewing, or an 'external interviewer', meaning a professional outside of the school community. These responses were then fulfilled in the form of the logistical puzzle that culminated in the Tuesday evening event, with interviews taking place across the various spaces of the Auditorium, the Dance Studio and the Recital Room. A few



figures will give a sense of the scale of the event:

111 interviews

27 external interviewers

14 internal interviewers

+37 subject or career areas interviewed

The above gives a sense of the ever widening range of courses and professions that are being explored by students at Yarm. There was a lovely atmosphere to the event - purposeful and focused, if understandably a little nervous! Each interview lasted for 25 minutes with the students having sent details of their intended courses to their interviewers. The end of the interview allowed the

students to receive some vital feedback from their interviewers.

I would like to extend my most sincere thanks to all of the interviewers for taking the time to prepare for and deliver the interviews, as well as for the advice, guidance and support they will have provided. They are an enormous resource and show such good will and generosity, and I know the students value their contribution. Well done too to all of the students for their preparation and efforts. Finally a thank you to Miss Rhodes for the hours of often fiddly work spent realising such a professional and well run event.

Mr S Edwards

FOURTH YEAR STUDY SKILLS WORKSHOP

Our Fourth Year pupils enjoyed a Study Skills workshop in the week before half term. 'Strategies for Success' was a wonderful opportunity to 'dust off' old learning strategies and explore some new ones, ready for GCSEs.

Guy, our speaker from Learning Performance, gave recommendations for ways to truly embed learning. These might be something that you can review at home, together.

'Steps to Success':



In order to understand a topic, it is important to identify the theme, its

main ideas and core details. Pupils can develop their understanding of a topic by trying to explain the theme (asking themselves what, why, when, where, how and who), exploring an example and then expanding on this information, using prompts such as 'however', 'except' and 'therefore' to deepen their thinking.



Next, pupils can trial different approaches to condensing

information. They might like bullet point lists, mind-maps or flashcards. Some pupils prefer to write notes. Whatever their approach, summarising information by carefully condensing it helps pupils to strengthen their understanding and creates useful resources they can use later on.

Memorising information is the next



step. It's important for pupils to tackle memorisation in small

chunks, regularly; a little but often approach. There are lots of tools and strategies for memorising information; self-testing, 'brain dumps', flashcards, rote, online quizzes, creating links, chanting, mnemonics, loci. This [BBC Bitesize](#) shares some other ideas to try. Trialling different strategies now will help pupils to work out what suits them best in the future.

Finally, in order to truly learn

something, we need to revisit and review it so that it becomes embedded in our



long-term memory; every time a pupil reviews a topic, it strengthens their retention of it. It is therefore very important that pupils get into the habit of consolidating their learning by re-reading their condensed information at regular

intervals (ideally weekly or fortnightly), using their memorising tools to revisit the bits they've forgotten.

By embracing these 4 'Steps to Success', pupils will get into good study habits which will give them the best opportunity to succeed and achieve in the future. Time invested now will be rewarded in the long run!

Further information about effective study and revision skills can be found [at this link](#).

Mrs E Bridle

UNIFORM SHOP HOURS

The Uniform Shop Showroom will be open Monday to Wednesday next week (1.30 - 4.30pm). You can order online as usual throughout the week.

WORK EXPERIENCE: BUDDING ARCHITECTS VISIT PREP SCHOOL

There is no specific 'season' for work experience. Pupils know that it can enhance their profiles and applications but as importantly it can provide very real and concrete exposure to the reality of a particular intended course of study or career direction. From a couple of days shadowing experience through to simple an hour long informational meeting, these occasions are of huge value. In the Upper Sixth at present there are three students looking to make Architecture applications. With the current development work happening at the Prep School it seems an obvious 'ask' to see if they would be able to gain some experience with the architectural and planning team working on that project. You can read the report from Ruth, Ollie and Dan below.

Mr S Edwards

Last half-term, we were invited to attend a meeting discussing the development of the plans and current construction of the new Prep School building across the road, containing an assembly hall, new library and some classrooms. This meeting was extremely useful to us as we are all hoping to either study architecture through an apprenticeship or at university in the future and it provided us with a great opportunity to gain some real life experience in what the day to day activities of our hopeful future professions would be.

We were able to observe the way in which the architect from Cartwright Pickard and their contractors in particular work together with the client to discuss different specific aspects of the design and how they would work in practice. The level of detail contained in the plans we were given to help us follow along with the meeting really struck us and gave an insight into how complicated a process this is, especially at such a large scale as this.

The topics covered in the meeting were extremely varied, for instance talking about the recent projects

they had completed, the different types of risk assessment that they have undertaken and what was next for the project. They went round the table talking to each of the team members that were present such as: Quantity Surveyors, Civil Engineers and the Architects. They all explained their different issues and any queries that they had. This gave Mr Hogdson time to share his concerns as the client. This showed us how many different perspectives and considerations a team would have to take into account when embarking upon a large scale project such as this one. Because of the range of disciplines the attendees of the meeting had knowledge in, these perspectives weren't just thought about by one person, instead the team was able to collaborate and each challenge usually had someone who could solve it or shed more light on what direction to go in.

It was particularly interesting how the project seemed to respond to the changing environment around it, especially as we move into the autumn months and certain considerations need to be made in

response to this different climate - the buildup of fallen leaves, increased rainfall and how their vehicles would affect traffic movement to Yarm Fair were a few of these more seasonal aspects of the project discussed which we previously hadn't thought about.

At the end of the meeting, we got the chance to ask some questions, the most beneficial being "Did you go through university to get to these job positions or did you use other means of getting there?". They all responded talking about their own personal experiences and what they did to get to the position they are at. Most attended university but they did recommend looking into other options if you didn't like the thought of attending a 'school like' environment for another three to seven years depending on what you are looking to do.

Overall, it was a very insightful experience, and we would like to thank everyone for letting us join.

Ruth Fletcher, Ollie Greenaway and
Dan de la Motte, Upper Sixth

POLITICS TRIP TO OSLO

It was a delight for everyone in the Department to be able to return to our usual provision of overseas trips for Politics students. Given the challenges of the pandemic it was three years since we visited Istanbul so the prospect of exploring the political and cultural landscape of Norway was much looked forward to.

Norway and Scandinavia more broadly is renowned for its progressive social democratic politics, with a political system very much inclined to building a consensual, collective societal fabric. But within this there are considerable variations, differences of opinion and even strains.

Fourteen members of the Upper Sixth were able to make significant comparisons between their established understanding of the British political system and the institutions and political culture of Norway. The Politics group was welcomed to the Norwegian Parliament and given a guided tour followed by an intriguing discussion with Member of Parliament, Trine Lise Sundnes. Our host also had considerable dealings with the Norwegian trade Union movement, the International Labour Organisation and the United Nations, which she was able to share with the group. There were also insightful conversations about the level of political engagement of



Norwegians, collaboration between political parties, the socio-economic background and behaviour of members of Parliament, as well as the more conciliatory nature of law making.

Another highlight included being welcomed at the British Embassy with a lengthy meeting at the Ambassador's Residence. The Embassy had arranged a panel of diplomatic staff to meet with the students, allowing them to explore a diverse range of issues. Enjoying tea and cake in the plush surroundings of the Ambassador's main sitting room around an open fire was a welcome touch on an autumn afternoon in Oslo. The conversation was wide-ranging with students raising many questions including the roles of diplomats, the nature of channels of communication to London, the challenges of remaining apolitical, the use of foreign nationals in overseas missions, as well as the new post Brexit challenges and

opportunities.

The tour also allowed for a number of cultural visits including the new, high tech Central Library of Oslo, the vast collection of the brand new National Museum, as well as a guided tour of the Nobel Peace Museum. The eight floors of the brand new Munch Museum that now house the national collection of works by Edvard Munch was also a wonderful experience. Oslo is the city where the Nobel Prize lecture is delivered each year and the group visited the venue for this event at the Oslo City Hall. Much of the new architecture of Oslo that has sprung up in recent years is the work of so-called 'starchitects' given their fame and stellar accomplishments. One such work was the Oslo Opera House at which we were given a behind the scenes tour of the entire building and its stage, costume, rehearsal and office spaces.

And beyond all of this itinerary there was the immeasurable value of the

POLITICS TRIP (cont.)

impromptu conversations, the scooting around a city's public transport system, the exploration of new food venues, and the overall immersion in a country that is sufficiently different to our own as to prompt considerable reflection. My thanks to all of the students for their enthusiasm, engagement and company, and as ever to my colleague, Mr Grimwood for his support in the planning and delivery of such a memorable visit.

Mr S Edwards



Politics students touring the residence of the British Ambassador to Norway



Politics students inside the Norwegian parliament

MATHS CHALLENGE SUCCESS

The Maths Department has celebrated some great results in recent UK Maths Challenge events this week. Last half-term 10 Sixth Form girls competed in the Maths Olympiad for Girls. The paper requires the students to demonstrate their mathematical thinking to solve complex problems, fully explaining their answers. Particular congratulations must go to Keya Shah, Izzy Blackburn, Lilian Dufton who all achieved a distinction and Rose Korsen, Neha Patil, Aishani Paul and Medha Rajeeva who achieved merits. The Senior Maths Challenge for Fifth Year and the Sixth Form also took place last half-term. Fifty six pupils took part and achieved 18 bronze awards, 19 silver awards and 9 gold awards. Special mention goes to Alex McGee, Tyler Brown, Felix Humphrys, Lilian Dufton, Isabelle

Blackburn, Izadin Qasem, Siya Puthuraya and Aishani Paul who have qualified for the Senior Kangaroo, the next round of the competition. Keya Shah achieved the highest score in the school and also qualified for the British Mathematical Olympiad. Good luck to all in the follow-on rounds.

Younger pupils have also enjoyed success in the Cayley Mathematical Olympiad. Patrick Winters in Fourth Year achieved a bronze medal which means he was among the top 50 participants and Abdelrahman Ellidir in Fourth Year achieved a gold medal, putting him in the top 20 participants nationally. Around 8000 pupils take part in the competition, so these medals represent a significant achievement. A big well done to all pupils who took part in these challenges.

Dr K Barnett



FORMER PUPIL AND CIVIL SERVANT SPEAKS TO THE POLITICS SOCIETY

On the Friday before the holidays the Politics Society welcomed back to school former pupil Helen Elston. Helen is currently Assistant Private Secretary to the Minister for Sport, Tourism, Heritage, Civil Society and Youth. This dynamic role in the Civil Service Department for Digital, Culture, Media and Sport, involves liaising with ministers and policy researchers in the formulation of policies, programmes and procedures in this diverse realm. Helen was a highly capable student during her time at Yarm School and was an active member of the Politics Society, the Agender feminist discussion group of the time, and was a student representative in the Stockton Youth Council. She completed her English Literature degree at the University of Edinburgh, during which time she

continued to develop her writing, research and communication skills by her involvement as Editor of the university newspaper, The Student, as well as The Hatchet, and work experience at The Guardian newspaper.

After university Helen was a Fast Streamer in the Civil Service working in the Department for Business, Energy and Industrial Development, before moving to the Department for International Trade, where she supported procurement of legal services for trade negotiations and disputes. She also undertook a secondment from the Fast Stream to EY in order to gain wider industry knowledge and experience. After a brief stint as Project Manager at HM Revenue and Customs in their legal services areas, she moved to her current

position, working much more closely with government ministers.

Helen took a range of questions from an interested audience keen to explore such topics as entry routes into the Civil Service, differences between departments, the role of a Private Secretary, the dynamic between politicians and civil servants, as well the skills required on a daily basis to manage and indeed progress in this career. It was an absolute delight to welcome Helen back to school and it was wonderful to see such warmth and affection so forthcoming from her former teachers. We wish her all the very best as she continues to develop a most interesting career at the heart of government.

Mr S Edwards

CAREERS TALK RECORDING AVAILABLE

Thank you to everyone who joined our careers cluster webinar on the Public Sector last month.

As I hope all those who attended will agree, it was a highly informative and interesting event. We heard from representatives from the Police, the Fire Service, the Army, the Civil Service, Local Government, the Prison Service, the Probation Service, Health Service

Management, the Ambulance Service and Social Work.

We have a full recording of the webinar [available here](#), please take a look if you would like to hear about this wide range of career options.

Please look out for further careers events.

THANK YOU!

Thank you to everyone who so generously donated food or toiletries to our Food Bank collection before half term.

We were able to donate a wonderful 187kgs worth of items to the Stockton and Billingham Foodbank!

The Community Action Group

FOR THE LOVE OF THE LANGUAGE

'If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his own language, that goes to his heart.'

Nelson Mandela

Yarm School very much values the learning of languages and has always been blessed with skilled, experienced and enthusiastic supporters of languages. Reading languages at university is a popular option nationally, equipping graduates with all manner of skills. For some languages may start or remain at the elementary level, a tourist level of Italian or a 10 minute daily Duolingo session. But like any skill, it is rewarded by commitment and effort, assisting to develop an ability that goes well beyond the practical value.

Some may be curious to know the top 10 languages studied around the world in 2021 (in order) were: English, Spanish, French, German, Japanese, Italian, Korean, Chinese, Russian, Portuguese. Looking at the countries where language learning on the aforementioned Duolingo (other learning platforms and metrics are available!) was most popular, the hardest working countries were (in order): Czechia, Japan, Belarus, Germany, and Hungary. These are the countries

that complete the most lessons per learner. Now this could be an indicator of leisure language love or a measure of an appetite to enhance skills and marketability.

I sat down with **Mr Adam Bridges, Head of Modern Languages** at Yarm School and the **Career Ambassador for Languages**, to find out some thoughts about the nature and value of studying languages.

Where did your love of languages come from?

I think there were various ways for me in which I acquired a love of languages. Of course, my teachers were a great source of inspiration - their passion was evident in every lesson. It was also a very different kind of lesson; so interactive, with so many games and out of seat activities that it often did not feel like learning. Then, travelling abroad (even as a novice speaker of French/German) made me realise the real-life use that my languages could be put to - the grammatical skills and knowledge of vocabulary could be put straight to use in a real context. From those trips onward, I knew I wanted to be able to speak foreign languages as well as possible.

Can you tell us something about your language skills that the pupils and wider school community may not know? A secret knowledge of a language or such like?

In addition to French and German, I have passable Russian (thanks to Mr Ravenhall's excellent teaching a long time ago). However, I can also read medieval French and German fluently, as that was my area of focus at university when I was studying literature. It was an absolute joy to me to read many of the stories we grow up with (the legends of King Arthur, the tragic tale of Tristan and Isolde) in the original medieval texts.

I can also understand (though not speak) one of Europe's most niche dialects. The area I lived in Germany is home to "Sater-friesisch", an odd mix of various regional dialects. There are fewer than 2000 native speakers remaining, and it is the last remaining East Frisian dialect. The school I taught in in Germany is the last school to officially offer lessons in that language.

What would you say is the 'value' of studying a language at GCSE, at A Level and at university level?

There are of course so many benefits to studying a language at any level, but to focus on GCSE, A level and degree level, I would have to say the following.

At GCSE, you are unlocking the skills you will need if you wish to use any language in later life, be it at a tourist level or even for basic workplace interaction. Beyond that, all university courses know the value of

FOR THE LOVE OF THE LANGUAGE (cont.)

candidates with a GCSE in a language - unfortunately, on a national level, it is rarer and rarer for 16 year olds to have a GCSE in a language, so universities are very impressed when they see it. Yarm GCSE students therefore have an advantage compared to the national cohort, as everyone here has at least one language at GCSE.

At A level, you become really competent in a language. You may not quite achieve "fluency" - though that is a vague term, and there are several students I have taught who certainly approach that level - but by the end of an A level you could confidently move to and live in a country where your language is spoken. What's more, you will have a solid understanding of the history, culture and current affairs of the country, beyond the linguistic skills you have acquired. The A level course for languages is excellent - it covers politics, history, geography, music, film, literature and more. By taking a language A level, you are equipping yourself not just with a strong ability in the language you take, but also a wide range of much sought after skills.

At degree level, you venture even further. You will be fluent in the language (or languages - most people study more than one) that you take by the end of the course. You will have spent a year abroad - a year

living in a country where the language is spoken, either working or studying there. In my view, any degree course without a year abroad is a missed opportunity. As at A level, depending on the university you go to, you will have so many different options for how to deepen your knowledge of the society, culture, history etc. of your chosen language - be this through literature, film, or a wide array of other modules. Your level of fluency will be phenomenal - though you may not know every word in the language, you will certainly understand how it works better than a native speaker - and you will have one of the most sought after degree qualifications in Britain today.

What are the different language opportunities that exist at Yarm School?

To put it succinctly, at Yarm, everybody has the opportunity to study up to three modern languages (and one ancient language) at GCSE. You also receive a generous amount of time - up to three lessons a week per language - in order to improve your skills. We would hope that as many students as possible would push themselves to take more than one language at GCSE - and beyond.

Is there a point or value in studying a language even if someone thinks it's not their 'strength'?

In surveys of adults' regrets, the top spot is often a tie between "not learning an instrument" and "not learning a language". Do yourself a favour and persevere - your future self will have one less regret! It is much easier to learn a language when you are younger due to the elasticity of your neural pathways, so any time you can spend now learning a language will be worth it. All of us have subjects we find more difficult than others. My own view is that, when something seems difficult, that is the time to invest more time in doing it - not less!

How do you feel employers value language skills? And what would you say to the critic who suggests that there is less of a need for languages in a post-Brexit world?

Any employer will value a language - and I mean any. Whether you want to be a scientist, medic, engineer, lawyer, architect, designer, business owner (and I could go on and on here), a language will benefit you. Britain in a post-Brexit world is looking to re-establish ties with other countries and markets at a pace never seen before. To quote Willy Brandt, a former German chancellor: *"If I'm selling to you, I speak your language. If I'm buying, dann müssen Sie Deutsch sprechen!"*

What sort of jobs have your peers from university who studied languages gone on to do? And

FOR THE LOVE ... (cont.)

indeed former pupils from Yarm School?

We have politicians, lawyers, successful entrepreneurs, soldiers, journalists, archaeologists, civil servants, chefs, possible spies (though don't ask me more about that, as I may have to kill you), translators, interpreters and many more. Almost none of my peers are teachers - something that is often assumed about languages. I chose to become a teacher as it is my passion - but most linguists don't.

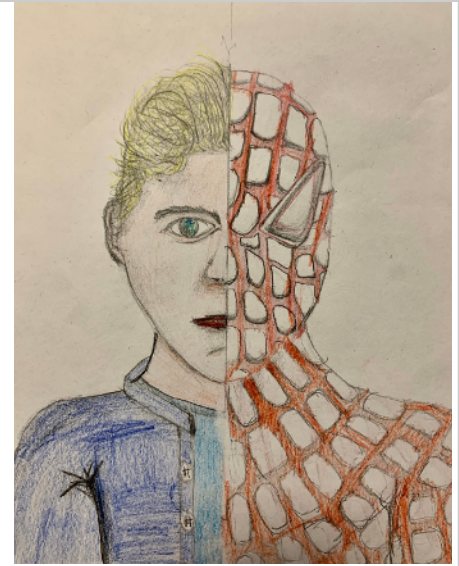
As well as contacting you as the Career Ambassador for Languages, where else can students look for more information about languages, or to explore and enjoy languages?

Mr Williams has a list of interesting lectures and resources related to language learning. Any university with a languages faculty will have an abundance of resources on their website. The library has a range of literature and films in foreign languages - and most streaming services also have a healthy collection of foreign films. And, as you say, please do come to see me as I am always happy to talk to keen linguists - in whatever language you prefer!

Mr S Edwards

ARTISTS' CORNER

Huge thanks to Felix for submitting his art for this week's Artists' Corner! It's a superb coloured pencil portrait and the details are fantastic. Well done Felix!



Ben Pumphrey

In the Artists' Corner this week we have some beautiful autumnal leaves drawn by three First Year pupils from Mrs Thompson's art class. These pupils were set the task of drawing the leaves directly from real life, paying close attention to shape, colour and tone. In art lessons this term, all of our First Year pupils have been developing the technique to seamlessly blend one colour into the next and these leaf drawings are a testament to the pupils' skills.



Misha Krishnan



Ben Simpson

POLITICS BOOK REVIEW: ENOUGH BY HARRIET JOHNSON

'Not all men practice violence against women, but all women live with the threat of male violence every single day, all over the earth'.

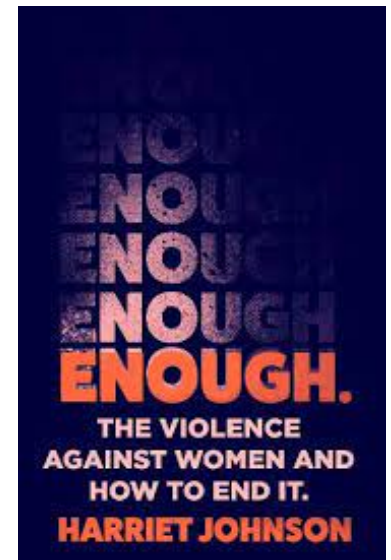
The opening line of Harriet Johnson's first book, *Enough*, truly captures the constant fear of women yet the bitter reality that there is nothing we can do to make ourselves safe. To go out we risk what happened to Sarah Everard, who did everything you are supposed to do as a woman walking alone, yet to stay in we are at risk of abuse, with the dark reality that most women who are murdered die at home, at the hands of someone who is supposed to love you. *Enough* gives a concise yet thorough and forensic analysis of the full complexities of violence against women, giving an overview of the many ways violence is perpetrated against women including sexual violence, domestic abuse, stalking and harassment. The chapters consist of the legalities, the overwhelming but true UK statistics, and a variety of case studies, either cases Johnson has represented, or of stories that are sadly familiar to us all. As expected, it should be noted the content of this book covers mature, explicit and at times upsetting truths and so is much more appropriate to senior students.

Harriet Johnson, a barrister at Doughty Street Chambers London, specialises in human rights and criminal law, focusing on cases of

sexual violence against women.

Outside of her professional roles, she is a lead campaigner for women's justice. Her motivation for this book was to display the failures of the justice system, regarding violence against women, as she captures both the mindset of a barrister, but also the tiresome frustrations of women, who are routinely failed. *Enough* has been praised by figures such as Baroness Helena Kennedy QC who noted similarly on the importance and power of the book. *'This book will empower the vulnerable and make the powerful empathetic. It's the clearest, most compelling and urgent argument for change. We have so far to go – this book will help us get there'.*

Systemic failings are recognised throughout, with a real focus on the case of Sarah Everard. Johnson proves that the idea that Wayne Couzens was 'just an anomaly', 'a rogue police officer who needed more training', 'a one off' is simply inaccurate, with rather the opposite being true. In the last 12 years 16 women have been murdered by current or former police officers in the UK. Johnson also shared endless stories of sexual misconduct within the police force. Between 2017-2020, more than half of the Metropolitan officers found guilty of sexual misconduct on duty kept their jobs. How can we hold confidence in the police force when their role is to



make society safer and fairer, yet there is endless evidence of them exacerbating the danger and injustice.

Johnson also picked up on the importance and unfortunately lack of political will from politicians to make changes. The problem lies, not with the lack of ideas on how to improve the system, but with the lack of political will from parliament - note that 61% of MPs are male. She shared her disgust at the comments made by prominent figure Dominic Raab when after being questioned said he wouldn't describe himself as a feminist and that those that do are 'amongst the most obnoxious bigots'. However in 2021 he was appointed as Secretary of State for Justice and still today is responsible for overseeing the judiciaries of the United Kingdom. Johnson calls upon political figures including Raab to act with a sense of urgency and implement measures to ensure we start using the laws we already have,

BOOK REVIEW: ENOUGH (cont.)

because if we don't use the ones we already have, there is little point in making new ones.

Throughout the book, Johnson particularly focuses on the injustices faced by minority groups, concluding that experiences vary and are unfortunately more brutal for these groups. The violence against marginalised women is much more prevalent, and is usually always fueled by racism, homophobia, ableism and transphobia. Disabled women are twice as likely to experience domestic abuse but it is also likely to be more brutal. The injustices don't simply stop at the abuser, they carry on into the system. It has been found that in cases of sexual violence, 37% of women with mental health conditions are ignored and dismissed by police officers dealing with their case. Disabled and mentally ill women have also been turned down by the CPS with the explanation that they are “not reliable” with the concern they might “not be deemed credible by a jury”. The prejudices don't stop there. Further stories of police officers disbelieving black women based upon the lack of visible injuries, with complete disregard that darker skin does not show harm as prominent as it would on paler skin. General incompetence of the police force is troubling, however what is more concerning is that the police fail to

even protect and prioritise the safety of the most vulnerable members in our society.

Most vitally, after displaying the undeniable grievances, Johnson offers a clear solution in correcting and preventing these injustices - “a complete revision of the disciplinary process is the only way to restore faith”. She calls upon the government to increase police funding, as currently 88% of the forces rely upon reserve funding and sales off assets to simply tackle day to day activity, leaving 40% of police forces in England and Wales without a specialist rape unit. Johnson believes training on how to ensure justice and how to deal with victims of sexual violence must be mandatory, rigorous and frequent. These failing systems also need to be more balanced and represented, to provide a system that would not only be fairer but more credible. Currently 92.7% of police officers and 93% of judges are white. With these changes, public confidence, which is essential for the function and effectiveness of the justice system, will almost certainly increase. There needs to be a commitment to such changes by everyone at every level and more importantly they must be sustained.

Johnson did however note that none of the above will be effective if there is not a significant and lasting

nationwide cultural change. ‘The culture you get is the behaviour you tolerate’ is perhaps the most striking line in this book and is evident of so much in today's society. If we tolerate and normalise misogyny within society, we cannot be surprised that misogyny exists in the police and justice system. I share Johnson's view that these issues are not about women, it is about the violence of men where the victims can be of any gender. The culture we have today accepts toxic masculinity where crying makes you less of a man, where from a young age boys are expected to resolve disagreement through physical means, where boys leave school not knowing what sexual violence is, or what consent is, or what harassment is. Cultural change is essential and must be followed by reclaiming and redefining the modern definition of masculinity.

Throughout her final chapter, there was a real sense of urgency to act, which is most notable with Johnson's final urge to the reader and one I feel is appropriate to similarly close with: *‘Refuse to stand by, refuse to stand down, remain angry, stop laughing it off no matter how much easier and more comfortable that may be, demand change, demand it now, except nothing less than a revolution’.*

Phoebe Richardson, Upper Sixth

U13 NETBALL V IAN RAMSEY

U13D

On Thursday 13th October Yarm D team played Ian Ramsey's B team. We started well in the first quarter finishing 1 point up. In the team talk we decided to focus on keeping our balance to improve our passing accuracy. Once we got into the second quarter, we scored two goals and Ian Ramsay didn't manage to score any goals. In the third quarter we scored 2 again and had another team talk about being dominant and winning the ball off our opponent. In the final quarter we managed to score a further two goals with the

final score being 7-0 to Yarm.

POM- Mattia Larder

by Mattia Larder

U13C

Overall, Ian Ramsey were a tough opposition and opened the game by scoring the first goal. We responded well to this and scored a following 3 goals during the first quarter. Our first aim to be dominant in our 1 on 1 battles on court, which we then carried out through the game. In the second quarter we managed to score another 1 and defended well to prevent Ian Ramsey from scoring.

Our second aim was to structure our playing so we are in formation and resetting the ball when we needed to. In the third quarter we managed to score an additional 5 goals which put us 8 ahead. Ian Ramsey did not manage to score. The last quarter saw us score another two goals which took our total to 11 goals throughout the game. Ian Ramsey did not manage to score after their first goal so the score came to 11 yarm and 1 Ian Ramsey.

POM: Emilia Burns

by Emilia Burns

U12A SISTER N SPORT CUP V RGS

On the way to the match we all felt nervous but we also were very excited. Through the warm up our energy started kicking in and with a quick pep talk we were on the court ready to go. We had an equal first quarter and in the second quarter we managed to take a lead. In the third quarter RGS brought the score closer but we pulled through and yet again in the fourth quarter, with a score of 22-19! The defenders got some great interceptions, really good attacking and fab shots. A great game overall!

POM : Ella Fitzgerald

by Ella Fitzgerald

U15 SISTER N SPORT CUP V WOLFRETTON

On Tuesday, the U15 squad played Wolfreton in round 2 of the SNS national knockout tournament. We started off strongly with the first centre pass and took it smoothly to goal. We carried on our streak when defenders Hannah, Sophie and Lucy intercepted and turned over lots of ball where attackers Summer and Liv carried it down to the end third to shooters Evie and Lola. By the end of the first half we were ahead 31-0 so the atmosphere surrounding the team was lifted. We were able to raise the score more with help from shooter Lily and attacker Alice. The play overall from the team resulted

in a brilliant score of 43-3. The well-deserved player of the match was given to Lola for her long bomb shots and creating a stability for the team driving through the court.

by U15 Team

SPORT WEEK AHEAD

The weeks ahead are now available online.

You can [view them here](#).

RUGBY TOUR DUBAI

The Senior Rugby team had an amazing experience visiting Dubai on tour over half term, when a squad of 18 players headed away for a week to experience the rugby and culture on offer with their friends.

They played some good rugby - all the more impressive given they are not used to the conditions - with games against Abu Dhabi Harlequins and Dubai College; played in the morning and late afternoon respectively.

The tour party also enjoyed a superb range of excursions such as exploring the desert in 4x4's followed by a cultural show, Dubai creek and souk markets, Top Golf, Burj Khalifa, Atlantis Aquaventure Park, Jumeriah Beach and more.

What a truly memorable tour experience for all involved and a real trip of a lifetime.



U13 , U14 AND U15 COUNTY CHAMPIONS!

Well done to our amazing U13, U14 and U15 rugby teams who have made a fantastic start to the season.

They are all County Champions following some superb attacking play and great wins last half term.

Congratulations boys!



Yarm School Music Department presents:

PRINCESS ALEXANDRA AUDITORIUM

COMMUNITY CHRISTMAS CONCERT 2022

December 10th 6:30pm and December 11th 2:00pm

Tickets are £5.00 and are available from www.thepaaonline.org or at the Box office on (01642) 792587

THIS WEEK : THE HOUND OF THE BASKERVILLES

This tale of murder, mystery and horror is surely the greatest detective story ever told!

Colin Baker will be playing Sherlock Holmes. Colin is of course known for his countless theatre and television appearances, but perhaps most famously for his starring roles in Doctor Who and The Brothers.

Will Holmes' powers of deduction be able to solve the case of The Hound Of The Baskervilles – or will he become the latest victim of this hellish apparition?

Saturday 5th November 2022, 7:30pm

[Book Online Here](#)



NEXT MONTH : BEAUTY AND THE BEAST PANTOMIME

Join us for a tale as old as time as Tom Rolfe Productions present a real beauty of a pantomime with stunning scenery, beautiful costumes and hilarious comedy!

Fancy a 'relaxed' performance with your little one, where they are free to roam and making noise at the 'wrong time' is never a problem?? Then join us on Thursday 22nd at 1pm. We will also run the sound a little quieter so as not to hurt little ears. There will be no pyrotechnics at this show.



Thursday 15th - Saturday 24th December 2022

[Book Online Here](#)

DATE FOR THE DIARY : KILLER RHAPSODY – A NIGHT OF QUEEN

Now in their 10th year, Killer Rhapsody continues to be Europe's hottest and most riveting tribute to Freddie Mercury and Queen.

A performance synonymous with the energy and passion of one of the world's biggest bands, Killer Rhapsody use their years of experience in live music to produce the most genuine and authentic Queen and Freddie Mercury experiences in Europe today!

Performing a spectacular show, running for over 2 hours long.



Saturday 22nd July 2023, 8:00pm

[Book Online Here](#)

What Parents & Carers Need to Know about THE METAVERSE

AGE RATING

Varies per
metaverse
platform

WHAT ARE THE RISKS?

UNSAFE AREAS

Many metaverse platforms feature little to no moderation. This is due to the decentralised nature of the metaverse – as there is no one company overseeing the platform, users can create and build with freedom. This can be a minefield for younger users as adult material or sensitive topics can feature on a parcel of land seen by everyone.

VOICE COMMUNICATION

The freedom found within creation is also found in communication. Most metaverses use proximity VOIP communication (Voice Over Internet Protocol) and users can approach any other user to start a conversation. It is necessary for avatars to be quite close to another in order to talk and once they are, anything can be said. While a chat box can be moderated, voice chat cannot.

ANONYMITY

As with almost every other form of online interactions, anonymity features heavily within the metaverse. The concept for the metaverse is to live any type of life digitally. This could mean that 'bad actors' (those with malicious intent) can take advantage of others with ease. Reporting and monitoring these users is becoming easier on the more popular platforms, but others struggle to police these situations.

VIRTUAL REALITY

Not all metaverse platforms are VR enabled, in fact less than 10% feature VR interactivity. However, it's always worth monitoring the amount of time younger users spend in virtual reality. A VR metaverse differs greatly to VR gaming in user interaction. Approaching each other in a VR metaverse attempts to represent 'reality' and can result in a greater impact if experiences are negative.

PSYCHOLOGICAL IMPACT

Whether in virtual reality or not, interactions and experiences in the metaverse can often carry more weight because they mimic 'real life'. Oftentimes, due to the freedom in avatar creation, younger users may open themselves up to bullying, prejudice or an unrealistic idea of reality. For instance, female-orientated avatars may find themselves targeted by bullies or inappropriate users.

Advice for Parents & Carers

TRY IT OUT FIRST

This may sound like an obvious tip, but by entering the metaverse and exploring on your own, you'll be able to see what your child might. You can explore the busier areas and even the quiet sections to see what users are building or advertising. You'll also learn first-hand how users communicate with each other. Many metaverse platforms will feature an entry area which showcases the busiest areas. Check them all out and see what's happening.

CREATE AN AVATAR TOGETHER

If you decide on allowing your child into the metaverse, set up their initial avatar together. This way you can ensure the avatar is age-appropriate and keeps their identity private. You can also advise on aspects which may result in attracting bullies or unwanted attention. It will also allow you to see which avatar items cost money, and talk to your child about in-game spending.

LEARN ABOUT NFTS, WALLETS AND CRYPTO

With the metaverse comes Web3 technologies such as NFTs, cryptocurrency and wallets in which to store them. If you have a crypto wallet, do not connect it to your child's metaverse. One simple click could result in loss of cryptocurrency. If you are unsure what these technologies are, try to research them as these terms will appear in the metaverse.

START WITH THE FAMILIAR

There are already metaverse experiences with children in mind; explain to your child what a metaverse is and have them recognise similarities between those and games like Roblox, Fortnite and Minecraft. Unfortunately, there is no 'child safe' metaverse option as yet, though Epic Games and LEGO are currently developing a family safe metaverse.

Meet Our Expert

Daniel Lipscombe is a father to two girls, aged 14 and 12. Before Dan began his Web3 metaverse journey, he worked as a videogame journalist and author for a decade; reviewing games, talking to creators and writing about videogame trends. Dan has also written fifteen guide books about Fortnite, Minecraft, Roblox, Apex Legends and Valorant for HarperCollins and Bonnier Books.



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