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## Principal's Message

Dear Parents/Carers

This month brings to an end one of the hardest autumn terms I can remember, because of the physical and emotional effort it has required from everyone: students, teachers and families.

Attendance this term has remained excellent at an average of 94% - thank you for supporting that outcome.

I've been really impressed by how resilient your children have been and inspired by our Year 11s who had a 97% attendance for their mock examinations – determined to do the best that they can, secure the evidence of their achievement and look forward to the future, regardless of the challenges that still lie ahead. That, indeed, should be the message for all of us in our community.

With vaccines on the horizon, we can look forward to more normality, possibly by Easter and very likely by the summer. Until then we will continue to work hard to deliver the best education we can for your children and thank you for your support in that endeavour.

With best wishes for the Christmas break.

Yours faithfully,

Mr. A. Crofts

## Drama

The amount of trips and workshops that have taken place this term has been radically reduced due to the



pandemic. However, a group of able Year 9s have now begun working with the Old Vic on a year-long project which is exciting for everyone involved.

Drama in the lower years has had to adapt in the way it delivers lessons in a classroom setting and while this has proved successful, I am sure the students as well as the teachers long for the time when they can be in a practical setting.

Years 11 and 13 have been getting on with examinations with both groups having to perform a devised play.



They did themselves proud and are ensuring that the pandemic is but a blip rather than anything else.

It is a great shame we cannot invite audiences in to see their efforts, but we will carry on nonetheless.

## Media

It has been excellent to begin this academic year with our first ever Year 12 media group. They have been getting to grips with the new software/hardware and will produce many pieces of merit over the next two years.

Year 11 have been making up for lost time and all enjoyed a day completing media work on the 16th November. They all recorded their own radio adverts, a task which they enjoyed thoroughly.

Year 10 have begun their coursework fully and will be working on more practical work by the end of the year.

### FILMS - NEW - THE GRINCH

**WHAT IS IT ABOUT ?** The Grinch grows increasingly annoyed with the ever-growing festive cheer that engulfs the village of Whoville. So, he teams up with his dog to ruin the festive spirit by being a spoilsport.  
Release date: 9 November 2018.

The original film (how the grinch stole Christmas) made 341.5 million dollars. But the second version passed this and made 511.6 million dollars. The reason for this film being so popular could be because of the main character (the grinch's character development throughout the show starting hating Christmas and changing).

The grinch retains popularity and is a movie many families watch annually during the Christmas season. It's arguably more popular than the wizard of oz despite that being a classic. This is due to its shorter viewing time and its classroom which is child friendly.

**PRIMARY AUDIENCE:** the primary audience for this film is from around age 4 to age 10. The film being only 80 minutes long helps to cater to a child's attention span. **SECONDARY AUDIENCE:** However despite this being who the film is targeted at it's also very popular amongst teens and some adults. This is mostly due to it initially being a book that most people have read during their childhood, making the movie nostalgic.

### TODOROV- NARRATIVE STRUCTURE

**TODOROV'S NARRATIVE STRUCTURE:**

1. A state of **equilibrium** (all is as it should be; known as an antecedent)
2. A **disruption** of that order by an event (violent protest)
3. A **recognition** that the disorder has occurred. (e.g. attacks)
4. An attempt to **repair** the damage of the disruption (seek the villain's protest increases, tense scenes)
5. A return to a **new equilibrium** (a new law made, peace in the city)

**Source of scenes:**

EQUILIBRIUM	DISRUPTION	RECOGNITION	REPAIR	NEW EQUILIBRIUM
Watson and Sherlock are newly acquaintances and move in with each other. -Audience familiarises themselves with Watson and his backstory. -Typical mundane London, everyone going about their daily lives e.g. going to work etc.	-A series of incidents occur throughout the capital get their various causes are unknown.	-Out of curiosity, Sherlock offers to help the investigation effort to the displeasure of the Scotland Yard officers.	-After visiting and thoroughly investigating the various crime scenes, Sherlock enters his mind palace and comes to a shocking conclusion and goes with a cab to report his findings to Watson.	-During the ride the cab driver's monologue shows when the vehicles are mentioned and golden sherlock into an empty office block and prevents Sherlock with two pills and a chair. Sherlock instantly realises the killer whilst Watson burst into the room and without a threat of escalation shows the library, alerting the police to investigate.

### Use of genre and narrative in these videos

This video's genre is comedy, the purpose of this video is to make people laugh and for them to enjoy the video. This video is almost a narration of how a character killed his cat and his explanation through flashbacks to the other character in the short story. This video shifts between present day of him narrating the story to flashbacks of how to it led his cat dying.

The use of the black screens between each scene builds tension as the audience want to know what is going to happen to the characters but this tension is neutralised by the comedy aspect of the video.

This video's genre is mystery and horror, a lot of suspense is built in this video using the black screens in between each scene. This is because it begins with a scene where we are unsure of the storyline and it jumps straight into the action. The contrast between the quiet black screens and the slight background noise in the short video creates more suspense. The use of the ominous music at the end creates a mysterious atmosphere and makes us question the characters. The reoccurring motif of a chair is in each video which may be used to represent the 'hate' as suggested by the title.

## History

In History this term, Year 7 have been focusing on developing their History skills which are an essential foundation in order to progress and develop in the subject.

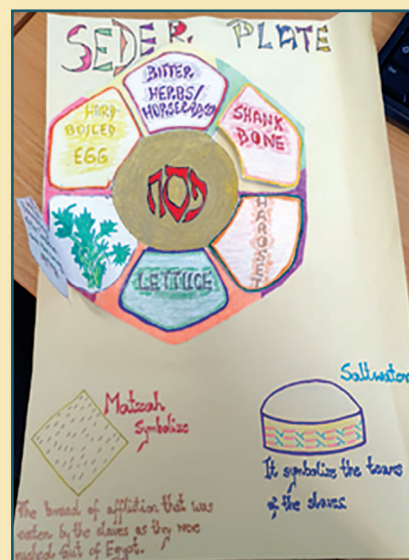
The students have been learning how to make inferences, establish criteria, identify causation and consider perspectives for objectivity and bias.

Students then moved on to studying William the Conqueror and how he was able to establish power over England in the 11th century following the Battle of Hastings. Following this scheme of work, students will be writing their own GCSE style 12-mark question, addressing why William was able to take power, referring back to their causation work.



## Religious Studies

Year 8 have been learning about the Exodus – what it is, why it was important and the traditions in Passover. They have produced beautifully annotated seder plates, as pictured.





## Geography

Year 9 geographers have been learning about hazards, and if there is a link between deaths and magnitude. This links to levels of development and a country's response to tectonic hazards.

## Year 9 Climb to Giddy Heights This Term!

Year 9 have fully embraced the new incentive badge scheme within the year group, and exhibiting with pride.

29 students have already achieved their bronze shield this term, and 2 remarkable students Makale Checkley-David and Allen Onokurhefe, both in 9.1 are currently tussling for the lead, with both having garnered the Silver Badge (and leaving the delightful thought of where do we go once they inevitably win their gold badges in the coming months?)

28,774 merits have been awarded for Year 9 this term, celebrating all of the wonderful things they have been doing in class.



## Sociology

In Sociology, Year 10 students have been analysing institutional racism. In Black History month, we discussed the best way to integrate black history into the curriculum.

Students put forward their suggestions and we had a debate within class on the best possible strategies going forward.

It was wonderful to see engaged and creative young people finding solutions to the problems of the day. Well done Year 10!

### Sociology HW

#### 1. Why is it integral to understand Black History?

Understanding the past will help people understand the significance of the issues we still face in 2020. Black history has been ignored and overlooked for an alarmingly long period of time, and once we understand that black history is world history, it can be correctly taught and acknowledged. It allows people of other races to see how the past was different for black people and it allows black people to understand their own past and see how the past ties into how their culture is now

#### 2. Is black history month the way to do this? Is this within itself evidence of institutional racism?

I think that black history month was a step in the right direction in terms of acknowledging how black history needs to be known and respected. However in terms of normalizing learning about the subject, it does play a negative role in differentiating the races and how we learn about them. This can be seen because people tend to only focus on the black race during 'their month' and only acknowledge the importance of black history and how significant it was for a singular month out of the year. It shows institutional racism because it has still singled out black history and has failed to normalize educating people on black history as history.

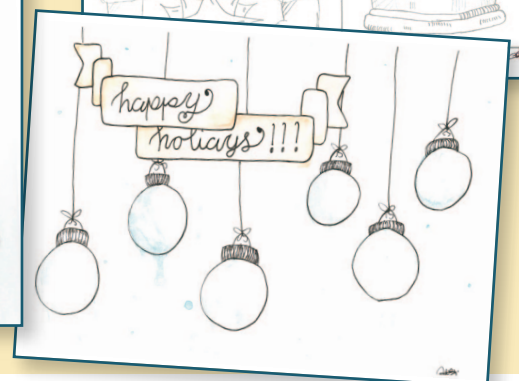
#### 3. What should schools do to overcome this problem?

Normalize the fact that black history is just as valid and deserves to be taught alongside the current curriculum. In school, we are taught a curriculum that mainly focuses on white culture. Even our meals are traditionally foods you usually wouldn't associate with any other culture or race. The subconscious and conscious actions of deciding what we eat and what we are being taught has a major effect of how people view other cultures. Not only because they are uneducated about cultural differences but also because they are being forced into a certain culture that could not be what they are used to at home or in another environment. On this idea of all cultures being ignored, the schools timetable is based around christian holidays, there is no designated time that allows students to miss days of school for eid or other different religious holidays that don't fall on a weekend or term holiday. The school has to start being all inclusive in what they teach and provide for us.

## Year 9 Christmas Card Competition

Year 9s' Christmas creative skills were put to the test with their Christmas card competition! The theme was to capture the meaning of Christmas, and we think you'll agree that these finalists did just that, brilliantly!

Many thanks to all entrants and congratulations to our finalists, Rose Noble, Nagnouma Conde and Makale Checkley-David.

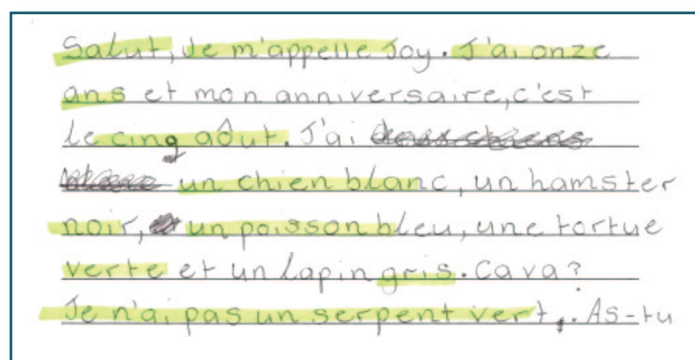


## Modern Foreign Languages

### FRENCH

It has been lovely to be back at school and our Year 7 have set the bar high! In French and Spanish, we have been working on introducing ourselves and some fantastic work has been produced.

In French, quite a few students have written great paragraphs, talking about themselves and any pets they may have. Here are a few examples:



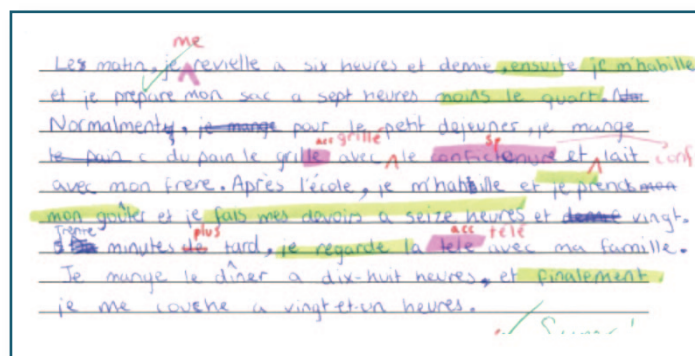
### By Joy 7.4

### SPANISH

In Spanish, Miss Thomas' class recently worked on the months of the year and a few students went the extra mile by creating posters about different Spanish festivals. Miss Thomas was so impressed that she hung the best ones in her office!



Year 8 also shined with a few students producing impressive paragraphs about their daily routine. Not only did they use great vocabulary, but they also showed off their skills by using time phrases, connectives and complex grammar structure. Here are some examples of some great pieces of writing handed in:



### By Shahed 8.1

## Design Technology News



The Year 7s successfully completed their environmentally friendly lamps made with LEDs and recycled bottles. They made some exclusive designs which were taken home as presents for family members. They found the project very interesting which included learning how to cut wood and completing their own electronics.



Year 8s worked on animal theme speaker boxes where they looked at endangered animals and learned about different types of wood such as pine and MDF. Here you can see one of the models produced by Opale Deguin.



Year 9s produced side tables made out of pinewood and MDF.



## News From the English Department

The English department have really enjoyed getting back to normal and having students back in school.

We have been studying a range of texts that have really captured our students' imagination. Year 7 have been reading 'A Christmas Carol' and have been considering how Scrooge's treatment of those less fortunate to him compares to today. We've all been impressed with these students' ability to deal with a challenging text and discuss sensitive issues intelligently.

Year 8 have been studying 'Of Mice and Men' – a text that includes challenging themes and provoked great discussion amongst the year

group. We took a week out of our studies of the text to discuss the portrayal of race in the book and link it to the 'Black Lives Matter' movement and the Civil Rights struggle. Students showed a great aptitude to combine sources from across the last 100 years. This helped us to develop a broader picture of the treatment of people of colour over time and apply it to the novel.

At The Quest, we are always considering how we can change and adapt our curriculum to capture the imagination of our students. This year we taught the novel 'Lord of the Flies' to our Year 9s and it has been great to hear of students going away and reading

ahead and asking their teachers for any books that are similar to read.

We are very proud of both our Year 10s and Year 11s who have returned to school to either start or continue their GCSE studies. The Year 10s have begun their course with great enthusiasm with the study of 'Romeo and Juliet' and an introduction to Language Paper One. Whilst Year 11 began the year studying 'An Inspector Calls', a 20th century play that explores the topics of social and gender inequalities and political perspectives. The students engaged in extensive classroom discussions about the text and the major themes explored. They have also studied 'Romeo and Juliet' and have completed their first round of mocks.

## Christmas Jumper Day

On 11th December 2020, students and staff dressed up in their Christmas Jumpers to raise money for Save the Children.

There were some brilliant Christmas jumpers to be seen from Year 7 all the way to year 11. Particular congratulations must go to Year 7 who turned up to school wearing their Christmas Jumpers in force!



## New Laptop Rollout

During November, we were able to distribute nearly 100 laptops and computers and give these to students that had no, or limited IT access at home. This supports the opportunities for remote learning we are making available to all students through our Google Classrooms platform.

The laptops were provided by The Collegiate Trust, and we were able to secure some Raspberry Pi computers from the Raspberry Pi Foundation, a registered charity. Please speak to your Child's Achievement Coordinator if your child is struggling to engage with online learning due to a lack of IT access.

## Food tech

A big-shout out to Year 10s who are improving their practical skills week on week.

Well done to Caprice for making Quiche Lorraine, that was very delicious, yum yum! Krisztofer those Mince Pies had the melt in the mouth feel, they were very scrumptious. Mimi those Chocolate Brownies were to die for. They were just what the doctor ordered. Keep up the hard work guys. Well done!





## Art In the Autumn Term

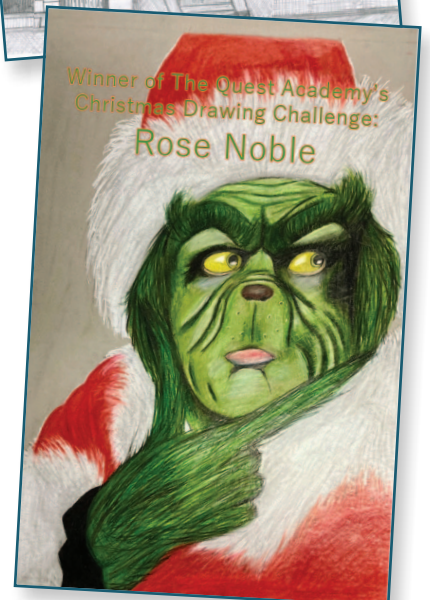
Year 10 students have been working with chalk pastels to create spheres and have created some really beautiful pieces of artwork, some of which are pictured here:



Key stage 3 students participated in a photo competition entitled "What's your Croydon?" We had some wonderful submissions and the students showed off Croydon in a great light!



The "Christmas Drawing Challenge" gave students an opportunity to get into the Christmas spirit. A variety of Christmas inspired drawings were submitted.





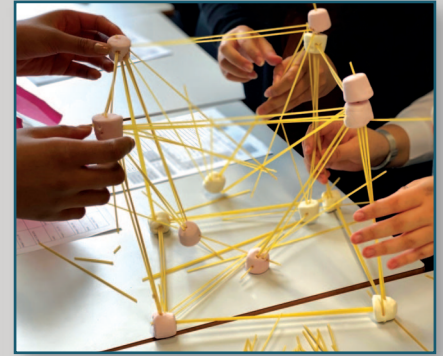


## Welcome Back to Quest6

This year has presented many challenges and indeed changes, none more so than the fact that we are living in different times due to the pandemic.

Our new Quest Sixth Formers began the Autumn term with a 3-week foundation course, designed to ease transition into Year 12 and to help them make final decisions about their A Level choices.

During these first few weeks, they also experienced the Quest6 Induction Day in which they undertook Tutor Group Team Building exercises, as seen here in the photos.



Year 12 have returned to education demonstrating excellent resilience, aptitude and achievement in their subjects. Check out some of their reward certificates below! These are awarded for academic achievements, being a model student and general overall effort.



## Quest6 Food Technology

Year 12s have produced some delicious food in Food Technology including Chocolate Brownie with Raspberry Coulis topped with Double Cream, and Strawberries & Apple Pie with Crème Patisserie. Excellent effort & presentation!



## Quest6 Student Action Group

This term, we launched the Year 12 STAG (Student Action Group). The STAG will be creating weekly VLOGs or BLOGS, where they will demonstrate mock interviews, matters important to young people and chronicling their A Level Journey, to support lower school with A Level & Career Choices.





## Football News



The U13 Croydon District football team lost on penalties in agonising fashion against Gateshead District a few weeks back, after competing in the ESFA National Cup Final up at Lillleshall National Sports Centre.

The game was live streamed on YouTube with over 500 people watching at one point. Five students from the Quest Academy represented Croydon in this game: Rizgar Bedir, Ramses Angoua, Oscar Moor, Phillip Hayford and Subby Noiki all represented the team with distinction and can all be proud of the impact they had on the team throughout the season.

Reaching the final was an historic achievement as it was the first time a Croydon team from any age group had reached the ESFA National final in 40 years.

The game ended 2—2 after 70 minutes and went straight to penalties. The scores were even after five penalties each so it went to sudden death penalties. Croydon had two opportunities to win if they had converted their penalty but sadly both of these were missed and Gateshead went on to win the cup.

Huge shout out to Rizgar Bedir who claimed the Man of the Match award after his one goal and one assist, voted for by the YouTube viewers.

Croydon U13 Manager and Quest Academy PE teacher, Richard Wilder had the following to say, "It would have been great to win and to lose the way we did makes it all the harder. However, I can't explain how proud I am of my team and what a privilege it has been to work with such a talented and respectful group of kids. Croydon can be very proud of these boys; they have served the



borough with distinction throughout the whole season. We must take the positives and use this experience to ensure we go one better next time out!"

The Year 11 Croydon District team, managed by Mr Langan of Riddlesdown Collegiate, also made the final in their age group and were awarded joint winners as they were unable to play their final due to Covid-19 restrictions. Matt Angoua and Ilyas Walker both represented the Quest Academy by being part of this team.

Well done to all seven Quest Academy students who played across both these district teams, you should all be so proud of what you have achieved!

## Important dates for your diary

### TERM DATES

#### Last Day of Autumn Term

- Friday 18th December

#### Christmas Holiday

Monday 21st December – Friday 1st January 2021

#### First Day of Spring Term

- Monday 4th January

#### Half Term

- week of Monday 15th February

#### Last Day of Spring Term

- Thursday 1st April

#### Easter Holiday

- Friday 2nd April to Friday 16th April

#### First Day of Summer Term

- Monday 12th April

#### Bank Holiday

- Monday 3rd May

#### Half Term Holiday

- week of 31st May

### DATES FOR YOUR DIARY

#### Year 7 Parents' Evening\*

- Wednesday 13th January

#### Spring Term Assessment Week

- week of 18th January

#### Year 10 Parents' Evening\*

- Wednesday 10th February

#### Year 13 Mock Exams

- week of 22nd February

#### Year 11 Mock Exams

- begin 1st March

#### Year 9 Options Fair and Parents' Evening\* –

Wednesday 17th March

#### Year 11 Parents' Evening\*

- Wednesday 31st March

#### Support and Intervention Week

- week of 12th April

#### Year 9 Options Evening

- Wednesday 21st April

#### Year 8 Parents' Evening\*

- Wednesday 5th May

\* to be held on Microsoft Teams