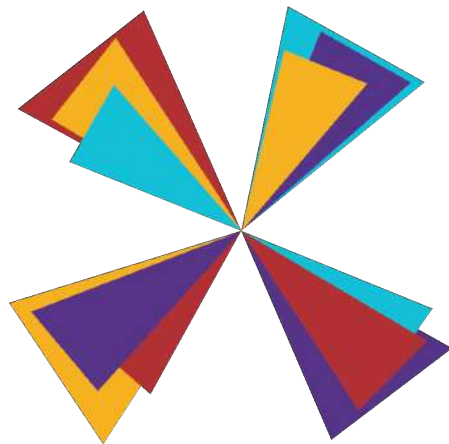


TEAM BLATCH



Online Learning Bulletin

12th February 2021



Online Learning Bulletin

Dear Team Blatch,

Welcome to the final edition of our online bulletin for this half-term.

It's particularly impressive this week to see the wide variety of activities that our KS3 students took part in in their off screen day - we hope you enjoy seeing what they got up to!

Thank you to everyone in our Blatch community for your ongoing support of our students through this half-term - our students have been amazing and we're so proud of all of them.

We hope you all have a lovely, well-earned break next week.



Off Screen Day

We held an Off Screen Day on Wednesday 10th February and we were delighted to see so many wonderful photos of students completing their activities! We received so many excellent photos that unfortunately we can't feature them all but well done to everyone who took part - we are so impressed by all of your efforts!



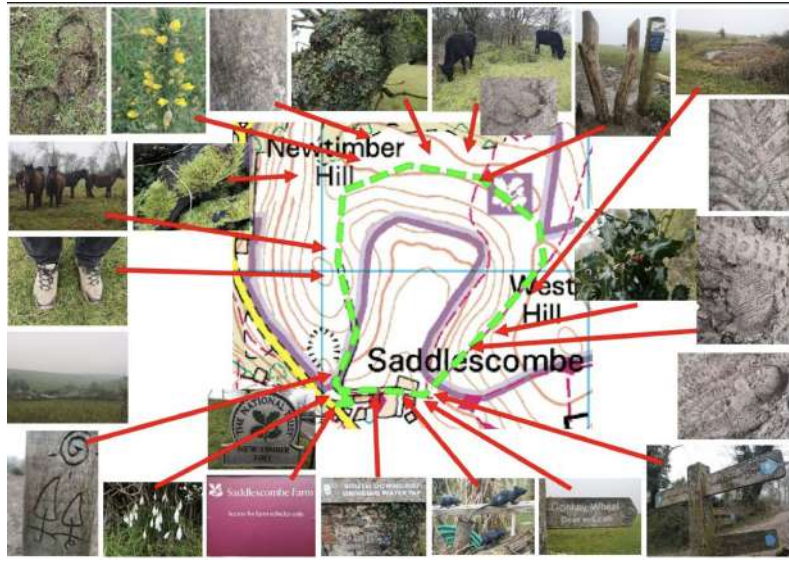
Jacob K



Off Screen Day



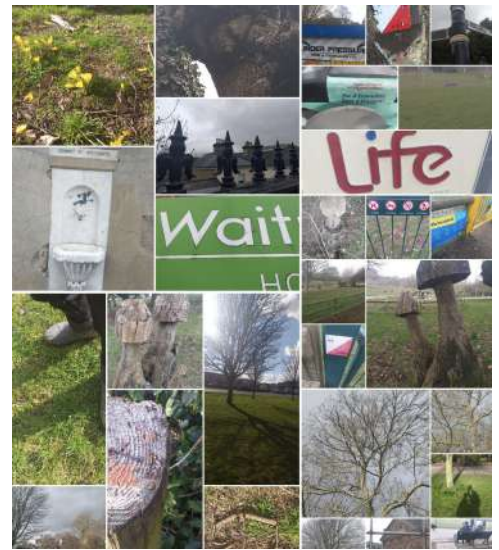
Quin L



Oliver W



Ren D



Will W



Renzo M C



Mila M



Off Screen Day



Maria M



Libby R



Freya T



Nathan F



Off Screen Day



Seb S

Nathan K



Scarlett C



Zain A



Jada S



Sophia H



Off Screen Day



Scarlett C



Martha P



Joe and Ry O



Remy T



Logan B



Off Screen Day



Helios B



Leo V R



Ryder G



Daniel K - Can you spot the stoat?

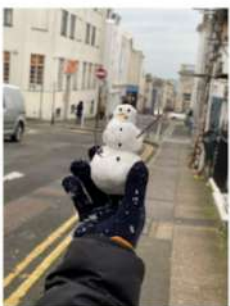


Conor A



Ayah H

A day in a life of a snowman



Created



Goes to the beach



Goes to the I360

Harry G

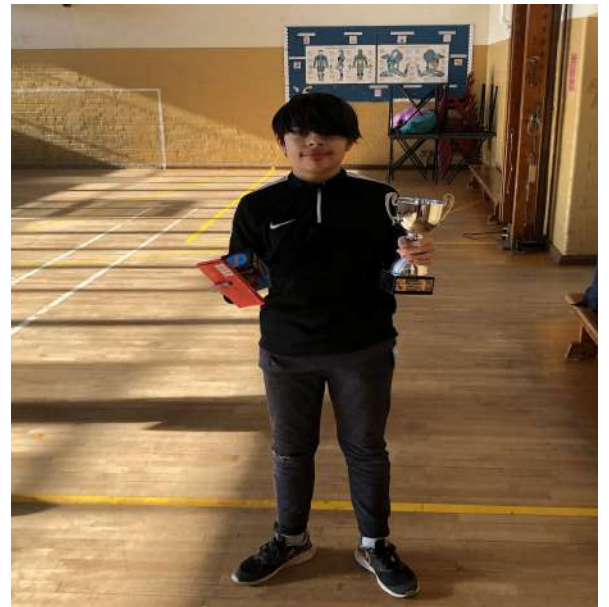


Sydney S



Off Screen Day

We also ran the Off Screen Day as part of our on site provision. Well done to all of the students who took part and to the staff for running these sessions!



Yara P



Ethan M-L



Off Screen Day



Zachary K



Luca F-B



Francisco M G



Sami M A



Daneal A



Ellis S

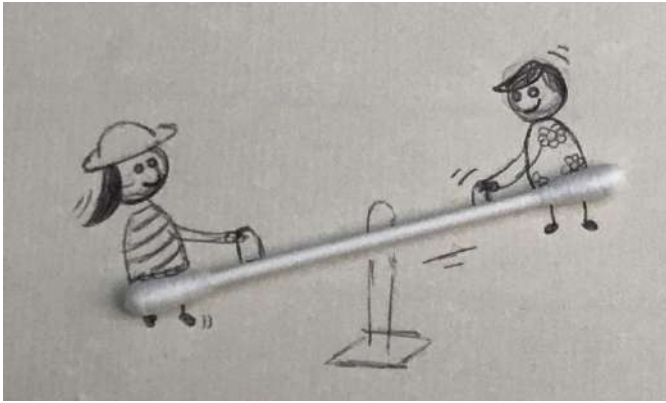


Matthew P



Art

In Year 10 Art, students have been working on incorporating objects into drawings.



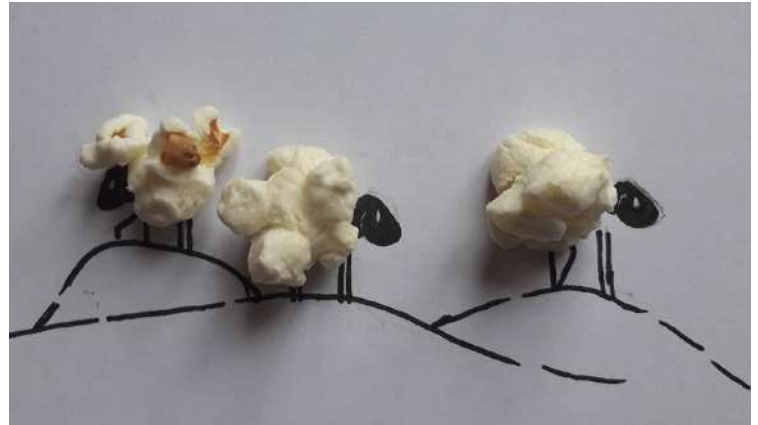
Mia B



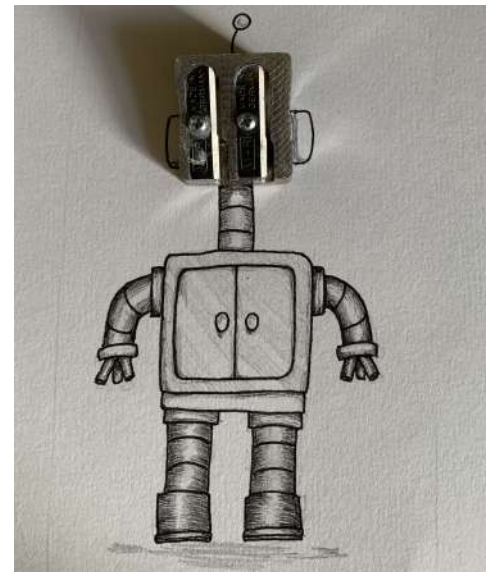
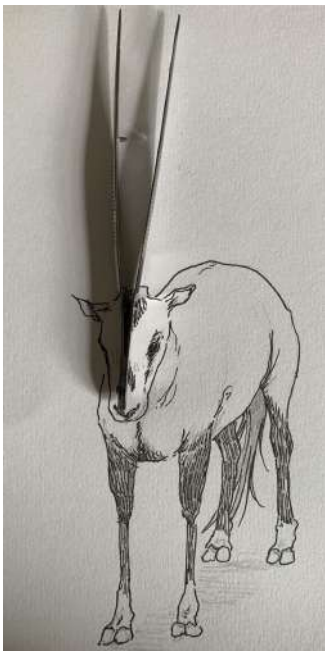
Heidi H-W



Jasmine D



Abbie R



Emily K W



Photography

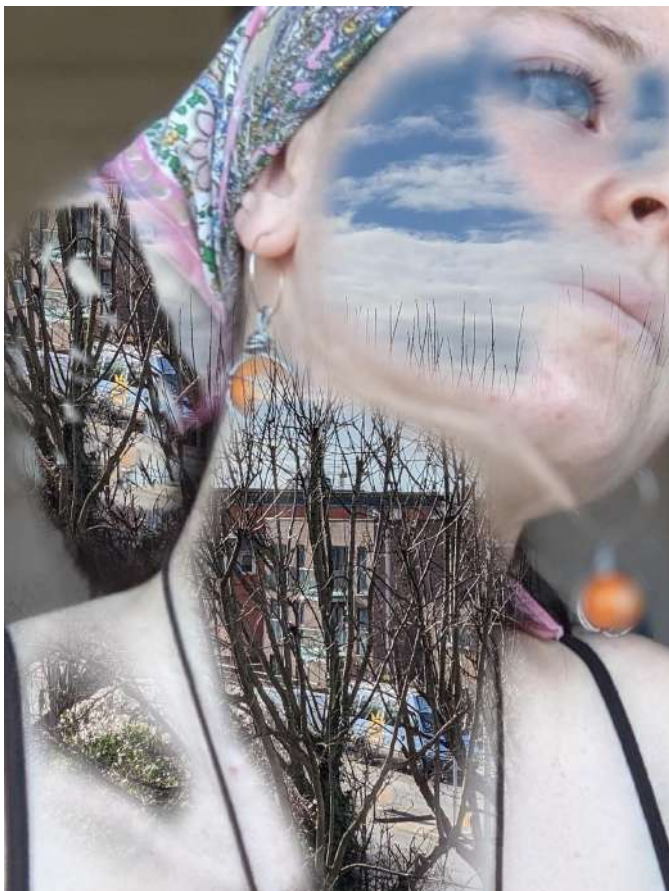
Meanwhile in Photography, Year 10 have been working on lockdown digital portraits.



Cecily C



Carla B



Storm H



Storm H-W






Music

In Year 9 Music, students were asked to create a storyboard and detailed plan for the music they would use in the given scene.

		
Soldiers are arriving to the battle in trucks. A fast paced and slightly dramatic music is playing foreshadowing the battle and building tension.	Soldiers begin to get off the trucks and unload their equipment into their trench or base. Similar music is playing but with a slightly faster pace to create more tension.	Soldiers waiting for the whistle to blow for them to attack. Often complete silence to create even more tension.
		
Whistle is blown and soldiers start to charge. The music starts up again at a very fast pace and gets louder. This is what the music has been building up to.	Soldiers begin to die and get shot. The music slows a little as people begin to lose hope. It sets a sad and desperate scene.	A bomb often explodes near the main character and they get knocked out. I high pitched ringing can be heard to show what they would hear after the explosion goes off.

Rudy M

		
<u>Motivational speech</u> , the music would be slow paced to start but the tempo and the dynamics grow louder and bigger until the music is at it's peak when the speech is in the middle and the most inspirational. This music would use a lot of percussion instruments to emphasise powerfullness.	in the war zone, the music is incredibly action packed. loud, drums, violin fast tempo, quite a medium pitch.	After the war, death scene, slow tempo, high pitched music. violin, cello

Connor L

		
<u>Overview of the wedding setup.</u> The music will be well textured with a slow tempo and a high pitch. This is because it will set the scene	<u>Bride walking up the aisle.</u> The music will be soft and slow as it is a calm moment.	<u>The wedding kiss.</u> Tempo, dynamics and texture increase because it is a part where their hearts would be beating faster

Isobel B



Music



As the bride walks up the aisle the classic mendelssohn's wedding march is played. The music has a very thick texture. The dynamics are very loud and the pitch is low and strong.



When the bride reaches their partner a soft piece of music is played while they say their vows. This music consists of violin and piano. The tempo is slow and the texture is thin.



As the couple comes out of the church piano is played softly. The pitch is high and the texture is soft.

Minnie D-P



James Bond is running towards his car as a plane chases him. The music is low pitched and slow, but gradually getting faster and higher pitched, and is played by violins.



He makes it to his car, and gets in. The music is now fast and high pitched and fast, and a piano has joined in.



He is driving away from the plane, which is getting close. As the plane drives right over him the music gets so fast it is almost inaudible.



He does a quick u-turn, and hides in one of the airport hangers. The music stops, other than the occasional drum beat.



He sees the plane fly away, and relaxed music is played by the violin.

Henry B



In this scene when he sees What is happening and he realises what he must do the music would start getting louder and the tempo would pick up



In this scene he is running after the plane in an attempt to jump on, the music would continue to get progressively louder.









In this scene as he's grabbing onto the plane it is a scene of victory so the music would be relaxed and more victorious and it would fade.

Isla J



Music

Storyboard Title

 Shot Number 1 Soldiers getting ready for gunfire. A thin texture of drums beating at a moderate volume, low pitch and at the same tempo of a resting heart rate. To represent a heart at ease.	 Shot Number 2 A bomb lands in front of someone and detonates. The tempo of the drums gradually gets faster as more string instruments start to play a high pitched, loud and fast piece.	 Shot Number 3 Gunfire insues Vocals of alto female vocalists chanting inaudible words at a moderate tempo.
 Shot Number 4 Suddenly, the gunfire stops. Every instrument pauses as a long lasting, low pitched note from a string instrument plays.	 Shot Number 5 Everything continues as more explosions take place. Everything starts playing again at a loud volume and at a fast pace.	 Shot Number 6 As people die, gunfire slows down as well. Everything's starts slowing down and going lower in pitch as instruments stop playing one by one.

Varat S

Storyboard - War

- Scene: 2 teams, big rivals, standing either end of the battlefield staring each other up and down on guard. Music: The music would have a steady tempo. The instruments playing would be the drums and piano as the base and then the cello violin for texture to build up tension.
- Scene: The 2 teams either side prepare for war and gather together to discuss and rush quickly to get their equipment. Music: the music here doesn't change that much however the volume increases slightly and the pitch is slightly lower to create a more darker affect and the tempo increases very slightly to create the effect of moving fast and chaos.
- Scene: Both teams stare at each other and get ready to charge. Music: The music has become more intense with the cello and violin becoming more powerful and prominent in the piece of music.

4. Scene: They charge towards each other, lobbing weapons here, there and everywhere. Many soldiers collapsing with injuries. Music: The music is very intense and powerful here. The tempo is fast and the volume is very loud to create effect on the action.

5. Scene: Just as one team think they've won and the other team had retreated, the other team comes up behind and pounces on them and shocks them. Music: The music would start off in this scene with the tempo a lot slower and the volume almost mute, but all of a sudden theres a drop and the tempo and volume become quicker and louder and the instruments are playing at full capacity

6. Scene: The team who snuck up on them won and they had victory. Music: The music was at a steady tempo with the cello and violin not playing as loud anymore. The volume had decreased so you could hear the relief of the soldiers

Mia T



Science Club

While school has been closed our Science Club has still been going strong, with students planning their own practical investigations! Check out some of the excellent work our students have completed below.

Celeste - Y7

What do you want to do/make/find out?

Causes and Treatments for Dehydration. What treatment works best (rehydration salts and isotonic fluids) looking at what I can buy and I'd like to try and make my own treatment.



Making the home-made solution



Making Dioralyte



Making ORS



Putting the solutions into bowls and labelling them



Making an electrical circuit and testing it with



Measuring out 100g of raisins



Recording my observations



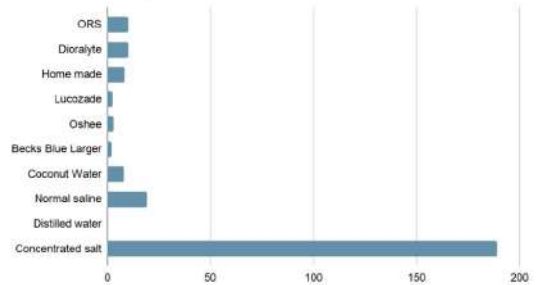
Sieving the raisins and re-weighing them after they were soaked for 24 hours



Raisins after they were soaked and sieved

	O.R.S	Dioralyte	Homemade	Lucozade sport	Oshee	Beck's blue larger	Coconut Water	Normal Saline	Distilled Water	Con. Salt Sol.
Current	10.5 mA	10.1 mA	8.7 mA	2.5 mA	3.3 mA	2.3 mA	8.1 mA	19.5 mA	0 mA	189.1 mA
Distix	>20	>20	0	>20	>20	0	10	0	0	0
Additional Weight Absorbed	+72	+77	+72	+65	+62	+62	+69	+73	+71	+79
Taste	8/10	7/10	7/10	6/10	5/10	6/10	7/10	6/10	8/10	0/10

Current in Milli Amps



Marco - Y8

What do you want to do/make/find out?

I want to find out which plants are able to grow the best from a cutting.

Summary

How well did the plant survive?

Plant	Soil	Water
Pineapple	Poor-Poor	Good-Fair
Garlic	Good-Fair	Excellent-Excellent
Pepper	Very Good-Very Good	Good-Fair
Holly	Fair-Poor	Good-Good
Carrot	Poor-Fair	Fair-Fair
Christmas cactus	Good-Fair	Good-Good
Poinsettia	Poor-Poor	Good-Fair
Platts black	Good-Good	Poor-Poor

- Excellent (Had perfect health)
- Very Good (very good health)
- Good (moderate health)
- Fair (it survived for the first 3 weeks but died afterwards)
- Poor (it died within 3 weeks)

How well did the plant grow?

- Excellent (Had perfect growth)
- Very Good (grew very well)
- Good (grew moderately)
- Fair (grew but not alot)
- Poor (did not grow at all)



Overall, I think the garlic in water grew the best out of every plant as it grew the biggest and fastest and stayed the healthiest. And behind the garlic, I think the pepper in soil grew very well as it managed to grow several seeds which survived very well. However, I think the pineapple and poinsettia in soil grew the worst as both became covered in mold and attracted unwanted pests.

In conclusion I think plants in water survived the best as the results were far more positive. This surprised me a lot as I predicted that plants in soil would be a more successful.



Science Club

Will - Y8



What do you want to do/make/find out?

I want to make a not-to-scale, miniature classroom that would be made out of recyclable materials. This classroom would have to fulfill an amount of certain criteria, such as being able to see without electricity. It would be temporary, so can be deconstructed after Covid. It is also wind- and water-proof.

Can you break this down into smaller steps or objectives which will help you to plan your project?

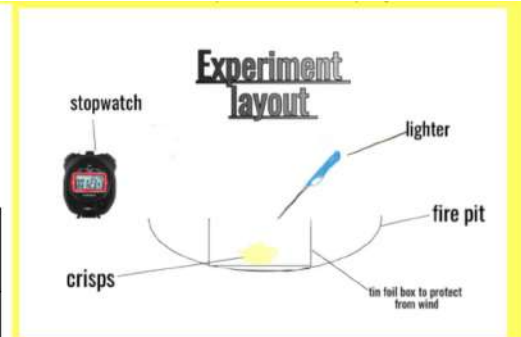
I will research recyclable materials that fulfill the criteria, make designs, and then finally create the prototype.

Erin - Y7

What do you want to do/make/find out?

How long crisps will burn for? Do crisps that are apparently healthier burn for less time?

	Tesco	Sainsbury's	Asda	Aldi	Lidl	Waitrose	Marks and spencers	Doritos	Pringles	Walkers	Vegetable	Maize
Leftover residue	10g	4g	8g	9g	4g	7g	5g	4g	16g	12g	6g	7g
Burn time (minutes)	1:51	8:54.99	2:38.09	3:42	11:07.74	3:55.02	2:03.66	6:21.65	2:59.51	3:06.96	2:37.55	8:58.22
Amount of fat and kcalories (per 100g)	Fat = 33.2g Kcal = 544	Fat = 29.2g Kcal = 517	Fat = 33g Kcal = 538	Fat = 34g Kcal = 535	Fat = 31.9g Kcal = 539	Fat = 27.9g Kcal = 501	Fat = 29.4g Kcal = 517	Fat = 23g Kcal = 489	Fat = 33g Kcal = 540	Fat = 31.9g Kcal = 526	Fat = 37.9g Kcal = 540	Fat = 25g Kcal = 505
Price (per 100g)	£0.51	£0.57	£0.45	£0.37	£0.41	£1.00	£1.00	£1.10	£1.25	£1.00	£1.90	£0.38
Core ingredient	Potato	British potato	potato	potato	potato	potato	potatoes	corn	Dehydrated potatoes	potatoes	Mixed root vegetables	Maize



Preparing the samples



The equipment



Science Club

Miller - Y7

What do you want to do/make/find out?

I would like to find out if a potato could power a car.

Where does the electricity come from?



In most commercial batteries, electricity is generated by a chemical reaction between two electrodes (copper and zinc) and an electrolyte (sulfuric acid). Inside a potato there is a large amount of sulfuric acid, allowing the liquid in the potato to act as the electrolyte. You will then insert two strips of copper and zinc inside the potato, with half poking out. The sulfuric acid can then generate electricity between two electrodes. It is the electrons moving from surface to surface that creates the electricity.

Recent studies show that by boiling a potato you can increase its electricity output by ten, which is quite a big find when talking about potatoes, which only produce 1 volt. I put this theory to the test and discovered that it is proven correct, and I found this out by using a voltmeter, one boiled potato and one raw potato.

Type of potato	Variables	Results
Boiled Potato	25g strip of zinc 25g strip of copper 160g potato (approx)	10 volts
Raw Potato	25g strip of zinc 25g strip of copper 160g potato (approx)	1 volt

A car battery output 12.6 volts, which means you need 12 potatoes wired in series to equal that voltage. An internet search estimates the output of one of these batteries to be about 1 mA. A standard sized car's starter motor needs about 30 Amps to turn over, so you would need 30,000 potato batteries arranged in parallel. Combining these two, you get 30,000 lanes of potato batteries containing 12 potatoes wired in series for a grand total of 360,000 potatoes. Which is 300 cubic feet of potatoes.

Olivia - Y8

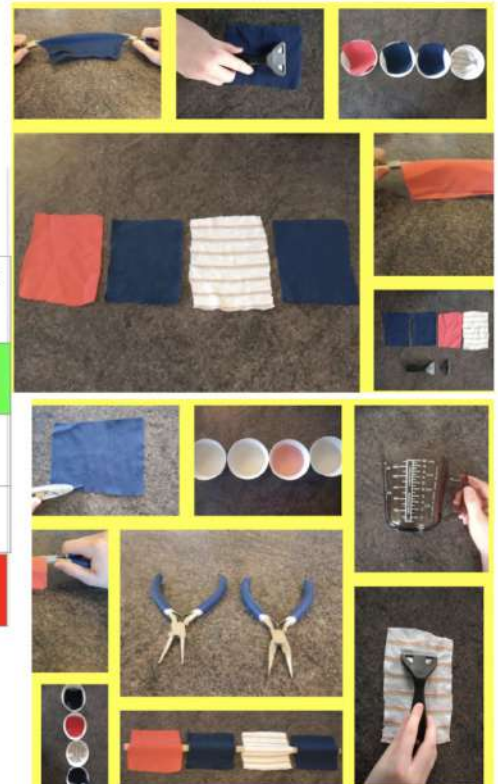
What do you want to do/make/find out?

We are going to find out what the strongest and most hard wearing fabric is

thing you are measuring) should be the row headings.

Best outcome
Worst outcome

fabric	State after test 1 (Stretch test)	State after test 2 (Scrapping test)	State after test 3 (Fray test)	State after test 4 (Water test)	State after test 5 (Ironing test)
Pure Cotton 2	No visible change Did not stretch	Slight fuzziness No bobbles, holes or wrinkles	Frayed after 17 seconds Small threads	After 48 hours Slight colour transfer, bobbling	Flattening after 5 minutes
Denim 12	No visible change Did stretch	Bobbles and fuzz Slight wrinkles No holes	Frayed after 7 seconds Large threads	After 48 hours Curling, no other physical changes	More curling after 5 minutes
Cotton blend 31	Visible bumps Did stretch	Bobbles, fuzz and wrinkles, small holes	Frayed after 32 seconds, small threads	After 48 hours Shrinkage, curling	Scorch marks after 5 minutes
Viscose 1	Visible bumps Did stretch	Wrinkles and some bobbles, No fuzz or holes	Frayed after 10 seconds Small threads	After 48 hours Lots of curling, no other changes	Melted after 5 minutes





LGBTQIA+ Club

Our LGBTQIA+ Club have also been busy this half term! They said:

We have been meeting virtually and the programme has been very packed. So far we have discussed films , TV and music . We invited **Allsorts** to talk about Gender Identity and Trans Allyship and this week we were joined by **Ruby Glaskin**.

Ruby Glaskin co-runs an LGBTQ theatre company called Milk, based between Brighton and Manchester. Many of the plays they produce give a queer and feminist twist to well-known stories such as "Joan" about Joan of Arc and "Bullish" about Theseus and the Minotaur. She has produced plays for the Edinburgh Fringe and Brighton Fringe festivals as well as several productions that have toured the UK. Milk aims to produce plays that are affirming for the LGBTQ community, accessible for allies, and fun for everyone.

Students said " I really enjoyed that " "Thank you so much Ruby!! I'm very glad to know that you are representing the community in theatre form, it's really important. thanks"



Drama

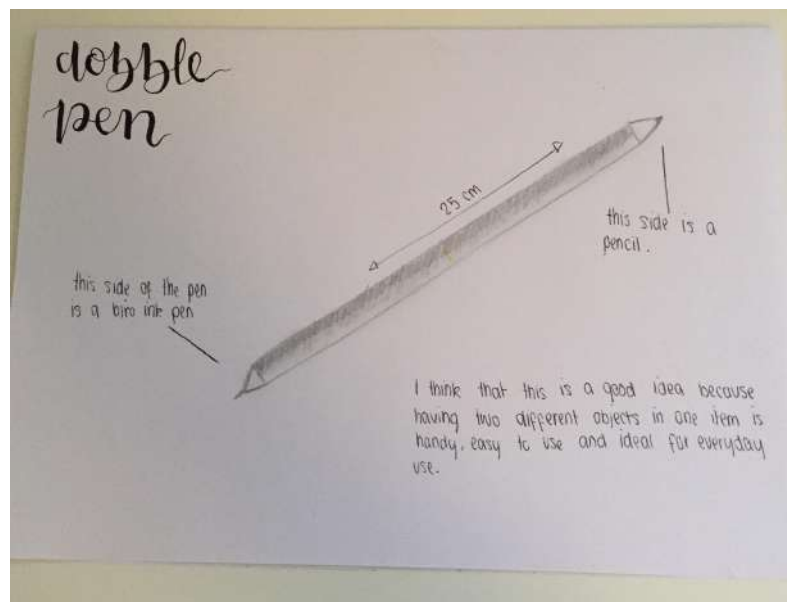
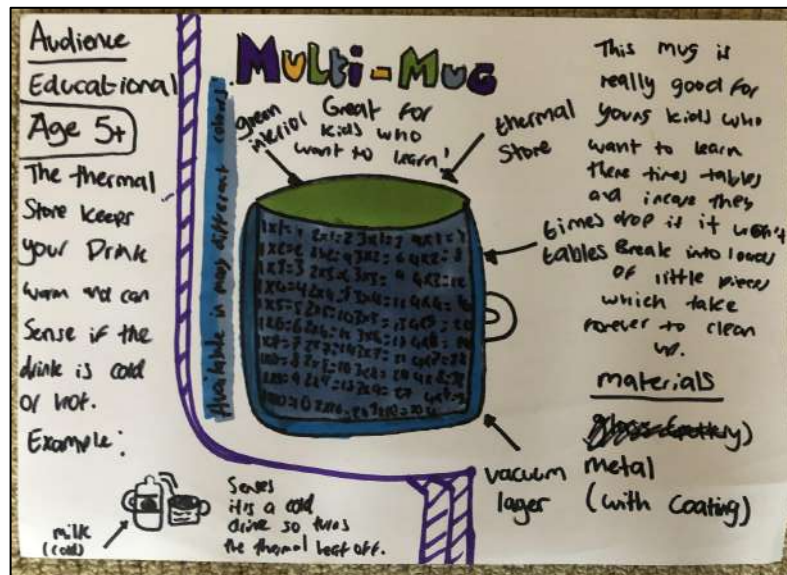
Year 8 have been stand out impressive this week in Drama and have handed in some excellent pieces of work showing real creativity in their response to the story of 'Barry Evans'. Mrs Field said:

***Well done to Romeo & Max B in 8LL; Annie, Grace and Zac in 8JJ; and Brodie and Franceska in 8GG, and Amelia B in 8H who submitted videos of them performing their own written pieces.... So great to see you still performing in lockdown!
Mrs Field***



Design

Mr McCormick's Design students have been busy working on their entries for the Design Museum Competition. Take a look at their excellent designs below!



Eco friendly phone case.

Made of recycled plastic, so addresses an environmental issue.

Aimed at young people.

Comes with a detachable stand that comes in 5 different colours - black, white (pictured), pink, blue and green.

Comes in 5 patterns (below and pictured)





Design

Annie May
Blatchington Mill School

This is a reusable metal water bottle with a timer attached to remind people to drink water.

The colour schemes are as follows:

- Pink and blue (pictured) →
- Yellow and green
- Red and black
- White and purple.

This product is also beneficial to the environment as it cuts down single-use plastic.

The timer can be set for however long is required, and reminds the user to stay hydrated.

The target audience of this product is large, as it is aimed at most groups and ages.

Features (insects and birds)
Educational

HAMA BEADS

Create your own Design using HAMA BEADS

not to scale

picture of hama beads

Equipment

Have fun with hama beads! The colourful beads that bring your design to life!

Audience kids

materials Plastic

Filter lens (red and blue) (social)

you can play with friends worldwide

thumbs up!

GHOST GOGGLES

Best game for Kids!

What you can see when wearing goggles

Equipment

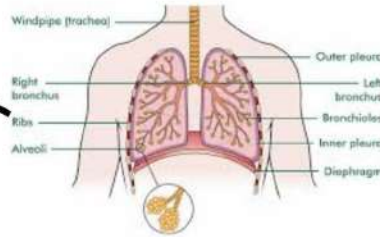


PE

The journey of air inhaled into the body is:

1. Air passes through the nose or mouth and then into the trachea
2. The trachea splits into two tubes called bronchi
3. The bronchi split into progressively smaller tubes called bronchioles
4. The bronchioles finally end at small bags called alveoli

Structure and function of respiratory system

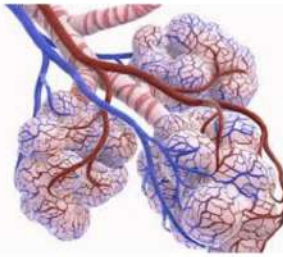


Oxygen and carbon dioxide exchange:

1. The cardiovascular and respiratory systems have to work together to get oxygen to the muscles, and carbon dioxide away from them. They do this by exchanging gases between the alveoli and capillaries surrounding them
2. Alveoli have a large surface area and very thin walls - so gases can easily pass through them
3. This exchange of gases happens through a process called diffusion. This means the gases move down a concentration gradient - from a place of higher concentration to a place of lower concentration

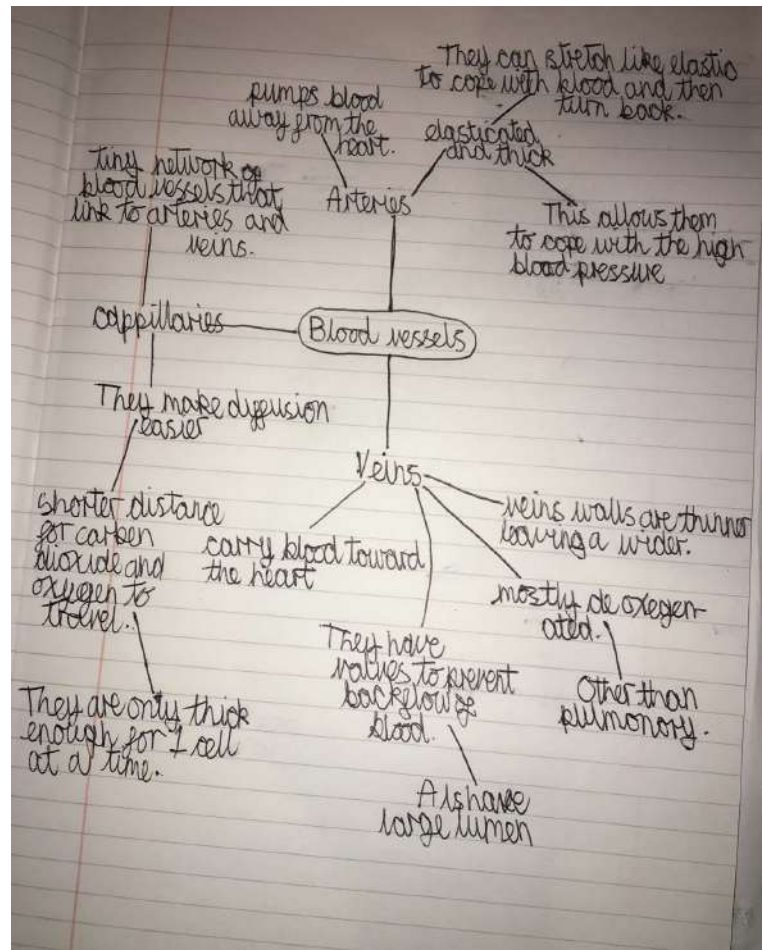
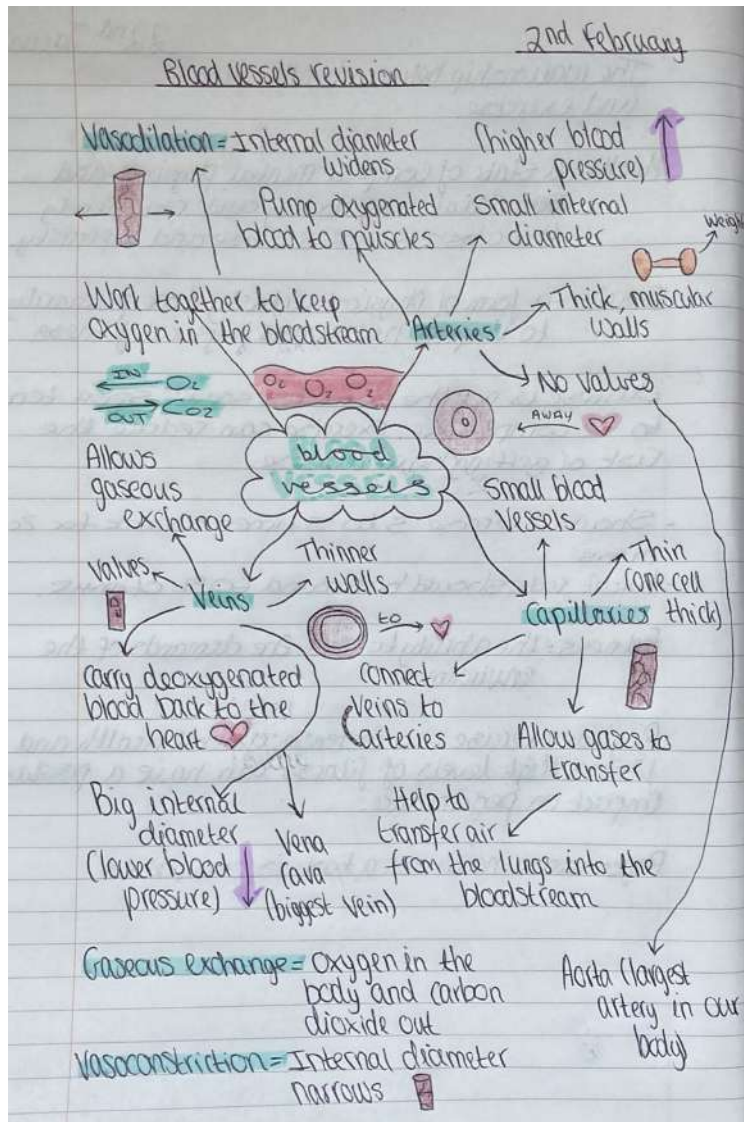
The diaphragm and intercostal muscles help move air in and out:

1. When you breathe in, the diaphragm and intercostal contract to move the rib cage upwards and expand the chest cavity. This draws air into the lungs.
2. When you breathe out, the diaphragm and the intercostals relax, moving the rib cage down and shrinking the chest cavity. This forces air back out of the lungs the same way it came in



Diffusion:

1. Oxygenated blood delivers oxygen and collects carbon dioxide as it circulates around the body. Deoxygenated blood returns to the heart and is pumped to the lungs
2. In the lungs, carbon dioxide moves from the blood in the capillaries into the alveoli so it can be breathed out
3. Oxygen from air you breathe into the lungs moves across from the alveoli to the red blood cells in the capillaries
4. The oxygenated blood returns to the heart and is pumped to the rest of the body. The red blood cells carry the oxygen around the body and deliver it where it's needed e.g the muscles





History

In History, Year 11 students have been studying Stalinism and its effect on women.

Did Stalinism create equality for Soviet women?

progress not progress

<p>1. "Women were still expected to provide unpaid childcare, to run the home and to bear the brunt of educating children" (Laura Gallagher)</p> <p>not progress as women are still in the stereotypical role in the household. childcare would take lots of time that women could otherwise use to pursue further education/ work.</p>	<p>10. It became almost impossible for women to have an abortion. They were only allowed if the life of the pregnant woman was in danger.</p> <p>not progress as it is not giving women bodily autonomy. the effect of an unwanted pregnancy could lead to more unsafe abortions (and the complications of those), financial struggle and decreased ability to work (time taken to look after the child/ pregnancy).</p>
<p>2. In 1937 82% of women aged 30-39 years were married</p> <p>This is a high number. women being married could limit their financial freedoms somewhat, but could also make their lives easier. I'm unsure if it is progress or not, I think I would need more information about what marriage was like for women.</p>	<p>11. The allocation of places for women at university or technical college increased from 20% in 1929 to 40% in 1940.</p> <p>progress as it means that more women have access to further education. however true equality would be around 50% to reflect the population.</p>
<p>3. During the 1930's millions of women entered the workforce for the first time, often in traditionally male jobs such as engineering and construction.</p> <p>This is progress as it means there is more equality in the workplace between men and women. however, since they were recent entries to the workforce, higher up roles would be mainly men.</p>	<p>12. After more progressive attitudes in the 1920's, more traditional gender roles re-emerged in the 1930's. This period has become known as "The Great Retreat".</p> <p>this isn't progress as the reemergence of gender roles is harmful for everyone.</p>
<p>4. The police had the power to arrest women who had an "immoral appearance".</p>	<p>13. The government wanted to increase the birth rate. Financial rewards were offered for women who had large families.</p>



History

<p>this isn't progress. the law sounds too vague that many arrests could be made unjustly - how could you define an 'immoral appearance'? the police force would be made up of mainly men, this law would give them more control over women. also, people shouldn't be arrested for their appearance.</p>	<p>this isn't progress as it reduces women down to their role of childbearer. favours women that are financially able to care for a large family and women that are able to bear children.</p>
<p>5. Women continued to be paid less than men. On average women workers earned 60% of the wages paid to men doing the same job.</p> <p>not progress as men would continue to increase their social status where women could not. also, women and men should be paid equally for the same jobs</p>	<p>14. The "Wife activist movement" was set up to run nurseries, schools, libraries and factory canteens.</p> <p>progress as it means that women could find jobs easier that were useful to society.</p>
<p>6. Male Communist party members could be expelled from the party for having an affair.</p> <p>could this reduce the amount of affairs? which would be better for the wives of the party members. I'm unsure if this is progress for women or not.</p>	<p>15. "Inequality of opportunity became more pronounced (obvious) as part of a deliberate policy of Stalin's government" (Laura Gallagher)</p> <p>not progress as equal opportunity is needed for gender equality</p>
<p>7. The number of women employed in Soviet industry increased from 3 million in 1928 to 13 million in 1940.</p> <p>progress as it means that women were more financially independent, and gave women more opportunities.</p>	<p>16. Marriage was encouraged; wedding rings were re-introduced in 1936, having been banned in 1928. Marriage certificates were printed on high quality paper.</p> <p>could mean that women would be more likely to be in marriages that didn't work that they wouldn't be in otherwise. gives them less freedom</p>
<p>8. Wives of Communist party officials were expected not to work, but to create "a well ordered communist home".</p>	<p>17. By 1945 80% of collective farm workers were women.</p> <p>progress as it showed that women could work difficult jobs. During/after ww2 where women would be needed to take</p>
<p>not progress as it meant that women were in the stereotypical role of the homemaker. Also means that the communist party isn't properly aware of women's issues if they were in the party less.</p>	<p>jobs from men that were at war/ had died at war.</p>
<p>9. In 1936 the sale of contraceptives was ended.</p> <p>not progress as it increases the likelihood of unplanned pregnancies - the brunt of the work of raising a child would also likely be placed on the woman.</p>	<p>18. In 1936 a new law made divorce a more difficult and expensive process.</p> <p>not progress as it means that women could be trapped in bad marriages where they didn't have much freedom. Those marriages could also be abusive.</p>



History

Did Stalinism create equality for Soviet women?

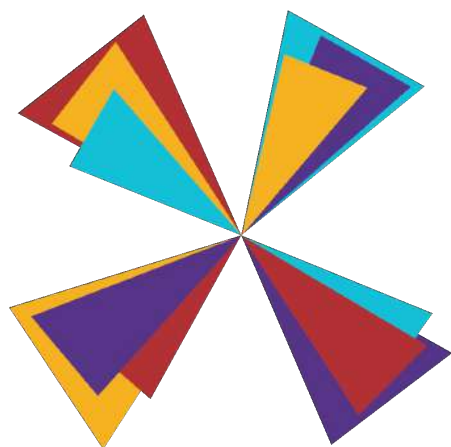
<p>1. "Women were still expected to provide unpaid childcare, to run the home and to bear the brunt of educating children" (Laura Gallagher) - this shows that even though women were allowed to work there was still a high expectation of them to complete stereotypical domestic chores</p>	<p>10. It became almost impossible for women to have an abortion. They were only allowed if the life of the pregnant woman was in danger. - women should have a choice as to what they want to do with their bodies so they should be allowed to get an abortion no matter the circumstances - taking freedom of choice away from women - people thinking women are incapable of making their own choices</p>
<p>2. In 1937 82% of women aged 30-39 years were married - perhaps this is a rather high figure for women so young which infers that women were projected with the idea that marriage was a highly important part of their lives</p>	<p>11. The allocation of places for women at university or technical college increased from 20% in 1929 to 40% in 1940. - positive as it would be providing women with a higher education to go on to better and more well paid careers which would help them gain independence</p>
<p>3. During the 1930's millions of women entered the workforce for the first time, often in traditionally male jobs such as engineering and construction. - allows women to have financial freedom and be more independent, however we would assume Stalin gave women this freedom to benefit the economy of the country rather than to benefit the women</p>	<p>12. After more progressive attitudes in the 1920's, more traditional gender roles re-emerged in the 1930's. This period has become known as "The Great Retreat". - during Stalin's time in power he brought back typical gender norms and stereotypes placed on women - taking away the freedom of women and forcing them to retreat back to the 'power' and 'dominance' of a man</p>
<p>4. The police had the power to arrest women who had an "immoral appearance". - places a large amount of pressure on a woman to look perfect and presentable. Male police officers deciding whether a woman's appearance is moral or not - unfair. why should someone be arrested for their looks</p>	<p>13. The government wanted to increase the birth rate. Financial rewards were offered for women who had large families. - praising and rewarding women for following in the pathway of stereotypical gender expectations and in turn putting down women who don't - used as a way putting their beliefs as to how a women should behave into reality</p>
<p>5. Women continued to be paid less than men. On average women workers earned 60% of the wages paid to men doing the same job. - large pay gap between men and women reflecting the economic inequalities between the genders. Even though women were</p>	<p>14. The "Wife activist movement" was set up to run nurseries, schools, libraries and factory canteens. - positive as it put women in jobs with a position of control however all the careers are in aspects of life which link in to the traditional roles for a women so aren't providing them with the freedom to explore different areas of work to anywhere near the same degree as a man.</p>



History

allowed to work they were placed at a disadvantage from the start	
6. Male Communist party members could be expelled from the party for having an affair. - positive as it meant men in power would be more inclined to stay true to their wives however we may assume the only reason this was put in place was to uphold the stance of those in power and be free of controversy rather than to give women a sense of security and loyalty in their marriages	15. "Inequality of opportunity became more pronounced (obvious) as part of a deliberate policy of Stalin's government" (Laura Gallagher) - emphasises that during Stalin's rule there was an obvious gap between opportunities presented to each gender - trying to strip women of power and independence so they had to be reliant on a man
7. The number of women employed in Soviet industry increased from 3 million in 1928 to 13 million in 1940. - positive as it would be providing women with independent financial security but again we can question whether that figure increased because Stalin wanted more workers or because he wanted women to be more independent	16. Marriage was encouraged; wedding rings were re-introduced in 1936, having been banned in 1928. Marriage certificates were printed on high quality paper. - promoting marriage to make women feel more inclined to follow in the traditional pathway as it was being so heavily pushed upon them and praised by those in power
8. Wives of Communist party officials were expected not to work, but to create "a well ordered communist home". - suggests that just because your husband works you should be expected to fulfill the stereotypical gender norms - unfair on women as it is forced role to take on rather than one chosen by them	17. By 1945 80% of collective farm workers were women. - perhaps good as it meant that women were now allowed to work and have some independence - however, may be bad as it shows that women were forced into the jobs that needed no intelligence or skill and they were only offered these laborious and simplistic jobs so men could take the more advanced and better careers
9. In 1936 the sale of contraceptives was ended. - enforces the idea people could only have sex with the intent of having children - puts more importance on having children and women continuing to follow the societal expectations	18. In 1936 a new law made divorce a more difficult and expensive process. - increasing the difficulty of divorce is stripping women of the option to remove themselves from an unhappy situation - taking power and control away from a woman in a relationship

Don't forget to share any work, photos, or learning tips with us on Twitter [@blatchmill](https://twitter.com/blatchmill)



#TeamBlatch