

MESSAGES FROM HST, EARTH ALLIANCE AND THE HOUSE TEAMS

hst

<Pages 2 - 4>

HEAR ME OUT

WOMEN IN STEM

Pages 7-8

PLYMOUTH HIGH

POEMS SENT IN BY READERS

Page 5

I know I'm better
By Alice Dawe

Plymouth
High
School for
Girls



Disney and
the
empower
ment of
girls and
women.

PAGES
13 - 14

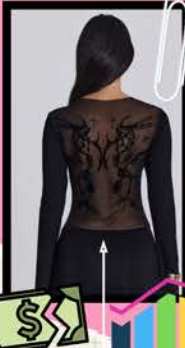


EXCLUSIVE INTERVIEW

Molly Powell
designer for
Jaded London

PAGE 9

Verified Artist
Charli xcx
31,351,141 monthly listeners



ECONOMICS ESSAY

Pages 11-12

THE IMPORTANCE OF DIVERSITY

Page 6 In the workplace



school EDITED BY
TEGAN GERIG

a message from hst

Annabelle

Hi everyone! I'm Annabelle, Head Student and Head of Student Council. I'm originally from Ireland and I enjoy sailing, cooking and listening to music, especially the Cranberries!

So far this term, I've been working with our student council members to change the layout of the canteen, set up tutoring sessions for KS3 students and hopefully deliver some really important Violence Against Women and Girls workshops, all of which will happen after the holidays.

I'd say one of the biggest problems I've faced is speaking in front of hundreds of students. I came into this role with very little public speaking experience, but seeing so many friendly faces out there has made it so much easier!

My favourite part of the role so far has been running the student council meetings. Hearing what everyone has to say and being able to collaborate with them has been a really positive experience.

I'm really excited for next term as it'll finally be summer! We have loads of events planned, so keep an eye out!

Hi, I'm Emily, Deputy Head Student and Head of Charity and Wellbeing.

So far this year, PHSG's charities have been selected! We're currently fundraising for MacMillan Cancer Support and NSPCC. I've also hosted an inter-house bake off, with all the money raised being split between our two charities.

I think one problem I've faced is trying to take on too much and not having enough time to do everything. I've learnt that sometimes, you just need to say no and not take on more than you can handle.

My favourite part of my role so far has probably been seeing everyone getting involved and having a say in things, such as the school charities. I've also loved working with some students in the younger years; it's so great to hear everyone's brilliant ideas.

I'm currently in the planning stages of another fundraiser. I don't want to give too much away yet, but hopefully it'll be lots of fun!

Next term, I'm most looking forward to raising more money for our charities, and encouraging everyone to get as involved as they possibly can!

The latest from your head student team



Hello everyone, my name is Nour and I'm head of Diversity and Inclusivity. My main aim is to celebrate diversity in PHSG and ensure everyone feels welcome and accepted. Since September I have been working really hard to achieve this goal. We have run a bake sale where we sold cakes and pronoun badges in support of LGBTQ+ months which generated an enormous £190. I also presented an informative assembly about LGBTQ+ history across all school years. I'm currently working on providing a multi-faith prayer room in the school and trying to create my own senior group of diversity leaders from students at school who feel passionate about diversity and inclusivity. I'm also working with teachers to run events to celebrate all the different cultures and traditions across the globe.

The hardest part of being an HST member is trying to fit in all the responsibilities and roles I have alongside my A-levels and social life, so it's hard to achieve the right balance. However, all of the hard work is worth it when you start to see the marks you've made and the positive changes in the school community to empower other students and be a positive inspiration for them to embrace their differences and diversity.

Finally, I'm really excited for what the future holds and the further changes I could make in the community. I am also planning a culture day in the summer with many activities to celebrate diversities which is hopefully coming soon..

Hi everyone, I'm Tegan, the editor of this magazine.

My vision for the magazines I create is to have each one inspired by an already established magazine, mimicking the style to hopefully make them even more exciting for the readers. This term, I have been finding my feet as I create my first issue of 'Hear Me Out', which you are reading right now. Hopefully you can already tell it has been inspired by 'Top of the Pops' with the bright, almost tacky style. It has been exciting to have a creative outlet like this, which is what makes my role on HST so rewarding.

However, this has come with some struggles. For example, I have been learning how to manage my time even more effectively, balancing my time with this magazine, especially with my year 12 mocks also in the picture.

This term, I have also been focusing on encouraging reading throughout the school. Next term, I would love to see a bookshelf of academic reading / textbooks put in the 6th form study centre, to make them even more accessible to students.

I am also looking forward to all the events my fellow HST have been planning for the summer. I hope you enjoy reading this 'Top of the Pops' inspired mag.

Earth Alliance

phsg

The Earth Alliance team at our school are gearing up for an exciting year filled with engaging activities that promote sustainability and environmental awareness. This year, we have planned a series of hands-on projects that not only educate but also encourage collaboration among students.

One of our main initiatives is a house competition for building bug hotels. This friendly competition will challenge students to design and construct creative habitats for local insects, such as bees and ladybirds. By providing these essential creatures with safe spaces, we hope to foster a greater appreciation for biodiversity and the role these insects play in our ecosystem.

In addition to the bug hotel competition, we will host a textiles recycling workshop. This workshop aims to raise awareness about textile waste and the importance of reusing materials. Students will learn how to transform old clothing into new, functional items, promoting a circular economy and reducing landfill contributions.

Finally, we will organise a terrarium building workshop, where participants can create their own miniature ecosystems. This hands-on activity will not only be fun but will also teach students about plant care and the balance of natural habitats. Through these initiatives, the Earth Alliance Club is committed to making a positive impact on our environment while fostering a sense of community among students.

Students who attend our Wednesday lunchtime club in room 2 have already begun their plans for the bug hotels. However, these activities are open to anyone who may be interested. Find William or Evelyn around the school or attend a lunchtime meeting to ask any questions or pose any new ideas. We always love to hear the creative things our students come up with!

**WEDNESDAY
LUNCHTIME CLUB**

Reduce, reuse, recycle :)

**F24
TEAM**

XANTHUS

As of recently, although our school has been known for our F24 racing car, Hummingbird, there's a new opportunity for more success, provided by Xanthus. As the name implies (the Xanthus is a breed of hummingbird known to be significantly larger than the regular size), this new car is larger, built with aluminium rather than iron and made to be driven by older years such as sixth formers. Although this car hasn't yet been in any races, it's scheduled to attend Chivenor during May and we have high hopes for winning. Building the new car has been a long process teaching new members how to do things such as tyre changing, new parts being built and installed, and a lot of hard work but there's been a lot of progress! Other than a few bumps in the road (like issues with the 'go' button), everything is running smoothly and on track with electrics working, new gear insulated, and bodywork done. The car still has a long way to go with tests and sponsors still necessary. However, there's no doubt that this is certainly going to build up our reputation as a school racing club to even greater heights than it previously was.

RACING

TEMPLE

What have The house teams BEEN UP TO?

TABITHA

1. We are the Temple house captains, Dylan, Lola and Tabitha.

2. Last term, we worked really hard on getting the Gym and Dance pieces ready with lots of help from the Temple team.

3. Temple has always struggled to get students involved but, this year, we were very persistent and managed to get lots of enthusiastic people who were ready to perform.

4. The Gym and Dance Festival day was amazing and we were so proud of everyone who took part; it was great to see all of the pieces together on the stage.

5. Next up, we will all be working towards the Music Festival and Sports Day. We want as many people as we can to sign up as these events give more opportunities to those who haven't had a chance to show their abilities.

6. We are all excited for Sports Day and to show our house spirit.

I'm Tabitha Weaver, one of Temple's house captains this year! I take Psychology, Product Design and History and I've been at PHSG since year 7!

This term, we focussed a lot on the Gym and Dance Festival and bringing our house together. I would say we were definitely successful as we had loads of participants and loads of people talking about how excited they were for more upcoming events.

A big problem I've faced personally is balancing out house captain stuff with school work- it's really hard to make time for everything! Thankfully, I have Dylan and Lola who are always happy to help out.

My favourite part of my role is definitely getting to interact more with the lower school and helping so many of them become more confident and encouraging them to have fun and enjoy their school years. You're never too cool to get involved!

Our next big Temple thing is the Music Festival and we are more than ready to win. We're super excited to get everyone involved and hear everyone's musical talent! I would say I'm most excited for either Sports Day or the Music Festival as I think they're both such fun days for us.

I reckon Sports Day will be the best though as I don't actually have to do any sport; I just have to cheer!

PLYMOUTH HIGH

Lola

3

Kendall

Georgia

Hello, we are Georgia, Megan and Izzy - this year's Kendall house team.

So far in our role, we have made great progress with increasing participation whether it be in the festivals or engagement with Earth Alliance.

We are so grateful to everyone who got involved with the recent Gym and Dance Festival and are proud of all your accomplishments.

Although this role may seem stressful at times - especially trying to organise the last-minute details of the festival - if we work together and divide the responsibilities dependent on our strengths, we work together much better.

Our favourite part in our role so far was getting to watch you all thrive and find something that you are passionate about, and we can't wait for more opportunities to arise where more of you guys can get involved.

Over the next two terms, we have the Swimming Gala as well as Sports Day, which we are especially excited for.

Izzy

3

MEGAN

Anthony

What have you been doing this term?

HOUSE SPIRIT

- Two house assemblies
- Gym and Dance
- New house boards
 - Logo
 - Mascot
- TWTWB (first week back from Easter break)
- Frozen competition (we didn't win but got a load of participation house points)
- Harry Potter (Basically all Anthony teams and we won so slay)
 - Web Page
- House quizzes for Sixth form
- Geography quiz

What problems have you faced and how have you overcome them?

- First assembly: We had little time to rehearse so the junior house captains were nervous and so was Angel, but they ran through their slides and pushed themselves so it turned out well.
- Scheduling ourselves: We only have three official hours together a fortnight. However, we have a group chat, and we can shift workloads according to how busy with study each of us are
- Participation: We went around tutors at the start of and informed everyone of all the competitions happening in the first half term so that they weren't missing out over a communication issue, and we found that we started getting a lot more people participating. Miss Brown and Mr Watson are notable shout-outs.

What's your favourite part of your role so far?

- The Gym and Dance rehearsals are hectic but fun.
- Seeing the outcomes of competitions and house boards make all the effort worth it.
- Our house board is genuinely gorgeous with all the old and new photos and the laser-cut signs are just stunning
 - as well as our new logo.

What are you planning on doing next?

Well, there are a lot of house competitions to smash like: the interhouse bake sale, the Music and Drama festivals, Sports Day, and so on. We will start as early as possible, so we have the best opportunity to win.

What you are most excited about next term?

Interhouse bake sale
Swimming Gala
Sports Day
Music Festival

14

LATIMER Daisy

Hi everyone, we're Daisy, Alice, & India the Latimer House Captains for 2025. We've been at PHSG since year 7 and it's always been a complete dream of ours to represent our house!

Alice

2) We're really happy with how the Gym & Dance has gone, even when times have been tough! The house spirit shown from years 7-11 has been absolutely phenomenal; everyone has been so engaged in competitions and house activities. We wouldn't be here without you all!

3) Honestly, our biggest problem that we faced this term was organising the Gym and Dance because none of us are dancers! We owe the biggest thank you to the wonderful year 7s who really put all their effort into their individual pieces as well as choreographing the house piece.

4) Our favourite part of our roles so far has most definitely been working with the younger years. The enthusiasm and determination shown in Latimer House is really inspiring. It's great to see so many people who will make fantastic House Captains for years to come.

5) We've got a lot of planning for the Music Festival coming up as well as making sure the TW3 board is kept up to date. There are plenty of activities and events being hosted (including a House Bake Sale!) so the more Latimers involved, the better!

6) There are lots of events happening next term but the Music Fest strikes clear as our favourite. Obviously, we are the reigning champions for the Swimming Gala so we have a lot to live up to, and, of course, there's Sports Day! But either way, Latimer House will give it everything we've got.

INDIA

CREATIVE ARTS SOCIETY

Plymouth
High
School for
Girls

How kind we are,
We work together.
We are all stars
And we will be forever

CELEBRATING PHSG
AND PLYMOUTH



Plymouth High that's
what we love
Bringing joy to all
that come
I don't where I'd
belong
Is im not in this place
that I call home



Paddle in firestone bay
love the Sea
You can eat an ice cream on the Hoe
Maybe go
On the top of the Smeatons tower or
Under the mount edgcombe prisons
this and that theres too much too do
Have a swim in the lido
by Eva FL

Some
Chocolate
Hello
Oreo
Orange
Laminas is fun

People are always kind and caring
Hard working at all times
Super intelligent
Go PHSG

Persevere when we fail
Here to support all
Sometimes we fall but
Get back up

PHSG
YEARS

Pride
Loyalty
gas!
Motivation



I know I'm
better

I know I'm better because I'm not spilling Words,
from my mouth like thoughts within My head,
calm like the lanes on a fresh spring Morn,
the loss of you has passed me by Like pale clouds d'er
the moor,
I walk solus
As the gentle breeze kisses my cheeks,
My lips, and my wetting eyes when Droplets,
that hammer upon my shoulders Soak me cold and
soak me dry,
of thee i will Think, somewhere beyond these fields
Beyond this plain, sat warm in your room Knitwear of
cream or blue,
hugging you tightly, Something I could never do.
I think of you oft Though with much scolding, two
hands apart,
Never holding.

ALICE
DAWE

SENT IN BY
READERS

SEND YOUR ENTRIES IN
THROUGH YOUR TUTORS
OR @PHSGHEADSTUDENTS



THE IMPORTANCE OF DIVERSITY

In the workplace

Hour Abdelrahman



Diversity emphasises the representation of difference in characteristics. Such as: race, ethnicity, gender, age, religion, and physical abilities.

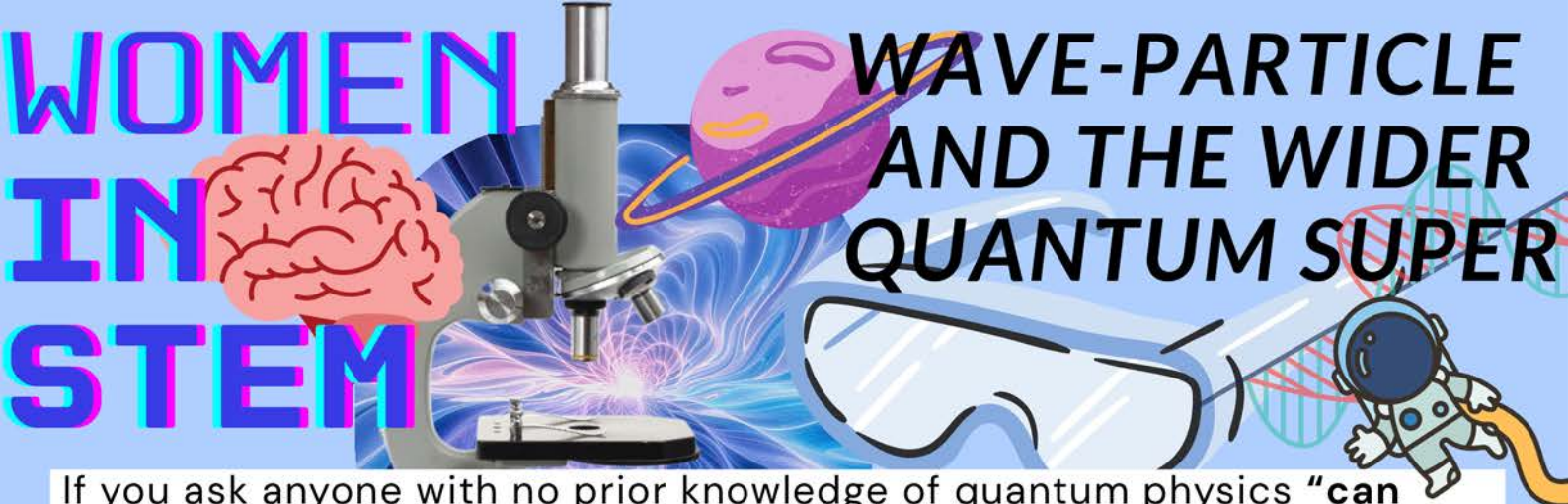
Diversity should be celebrated everywhere including workplaces.

Stephen Covey once said: "Strengths lies in differences and not in similarities." Our differences make us unique, and the recognition and appreciation for our differences create a work environment where talents, ideas and various perspectives can coexist contributing to improved growth and understanding. Diverse and inclusive teams tend to result in better outcomes as multiple perspectives and points of view are considered and evaluated, leading in effective and thoughtful decisions.

This has been evident throughout history. Women in World War II are a notable example. As men went off to fight, women took roles traditionally held by men. The diversity of workforces not only helped in war's success but also contributed to paving the way for broader gender equality in workplaces. Additionally, diversity in workplaces is not just an ethical or moral stance but it also serves in businesses success and creativity. Google, Microsoft, and Coca-Cola are examples of that.



Diversity and the representation of everyone is important in every aspect of our lives, especially workplaces and it is crucial for us to keep fighting against leaders and rulers who try to take that away from us. Our diversity makes us greater and more powerful.

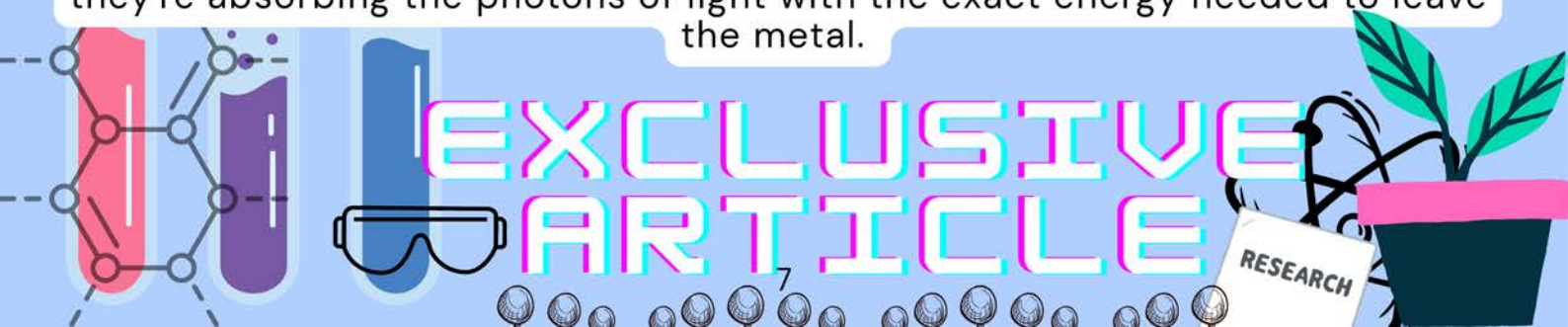


WOMEN IN STEM

WAVE-PARTICLE AND THE WIDER QUANTUM SUPER

If you ask anyone with no prior knowledge of quantum physics **"can something exist in two physical states simultaneously?"** they'd probably say no and give you a funny look, but once you dive into the world of quantum mechanics, one of the most fundamental concepts of it is exactly that – **different objects can exist in two states at once, whether it's light and electrons as a wave/particle or a cat being dead/alive.** This concept is known as **quantum superposition**, which is essentially the idea that a **quantum system such as a particle can exist in two states at once.**

It's a fact that we've all accepted at GCSE level, but how do we know that light really is a wave? Euclid theorised that our eyes emit "rays of vision", allowing us to see the objects around us. Al-Haytham theorised that sight occurs due to light entering the eye from an outside source, but it was Young's double slit experiment in 1801 and Hertz's discovery of the photoelectric effect in 1887 that laid the groundwork for modern physicists to understand the true nature of light. Young's experiment consists of a ray of monochromatic light, two incredibly narrow slits and a screen. When the light is shone through the slits, an interference pattern is displayed on the screen with a bright, central maxima with alternating light and dark spaces. This proves the wave nature of light because the bright fringes occur as a result of constructive interference; the two slits act as two separate sources of light so, as the two waves meet at a path difference of $n \pi$ rad, where n is a positive integer, the wave will amplify, which leads to the bright fringes shown. The dark spaces are a result of the waves meeting at a path difference of $n/2 \pi$ rad, where n is an odd integer, which results in destructive interference thus reducing the intensity of the light. Despite this, light doesn't act as a wave 100% of the time. Hertz's experiment showed that when a light is shone at a high enough frequency onto a metal plate, the free electrons in said metal plate discharge from the metal, which can be shown with a gold leaf electroscope. Curiously, the electrons are only discharged at certain frequencies of light – if light acted exclusively as a wave, then the frequency of light shone on the metal plate shouldn't matter in theory as it provides continuous energy, so the electrons will be discharged eventually, but this isn't what's shown here. The free electrons only absorb a discrete value of energy, so instead of absorbing the energy from the waves, they're absorbing the photons of light with the exact energy needed to leave the metal.



EXCLUSIVE ARTICLE

DUALITY IDEAS OF POSITION

Sadia Ghafari



Ant-Man and the Wasp, Paul Rudd and Evangeline Lilly (Andy Park, Marvel Studios)

It's not exclusively light that this applies to either – electrons are also subject to wave particle duality. In 1887, Thomson placed two oppositely charged plates against a cathode ray tube, and found that the tube leaned towards the positive plate, meaning the cathode ray contained negatively charged particles. Up until that point, our idea of the atom was just tiny spheres that made up everything, but Thomson's experiment proposed the idea of electrons, giving us the plum pudding model that AQA loves asking us about in Chemistry. Funnily enough, it was Thomson's son that discovered the fact that electrons exist as waves with his electron diffraction experiment, not unlike Young's double slit. When you shoot electrons at high velocities towards a double slit, you'd expect two columns of electrons mirroring the slits themselves, but they actually form an interference pattern, similar to light. So the interference pattern is a result of constructive and destructive interference, which only occurs in waves, therefore electrons must act as both particles and waves in certain scenarios. This concept is called wave particle duality, which is essentially the idea that quantum systems have both wave-like properties and properties of particles.

So, how can we apply this idea that light and electrons appear as both waves and particles on a wider scale in the context of quantum mechanics? Schrödinger proposed a thought experiment where you can keep a cat in a box with a vial of a radioactive substance that has a 50-50 chance of being released and killing the cat, and whilst it's not the most pleasant thought in the world, it has helped scientists understand the thought of quantum superposition, where quantum systems can exist in two states at once. After the radioactive substance has been released, we have no way of knowing if the cat is alive or dead until we open the box, so the cat exists in a state where it is simultaneously alive and dead until the box is opened. Whilst the cat is in the box, it has a wave function of $\psi = 1/\sqrt{2}|\text{alive}\rangle + 1/\sqrt{2}|\text{dead}\rangle$, and once the box is opened, the wave function collapses into a single reality, showing us whether the cat is alive or dead. Essentially, once a measurement takes place, a quantum system cannot exist in superposition. Wave particle duality is an example of this – light can only exist as a wave during the double slit experiment and only as a particle during the photoelectric effect. Electrons can exist as particles in a cathode ray tube and as waves during electron diffraction, just like how Schrödinger's cat can only be dead or alive once it has been observed.

Overall, any quantum system can exist in multiple states at once until a measurement takes place, whether it be the intricate experiments proving different properties of light or something as simple as opening a box.



EXCLUSIVE INTERVIEW

Fashion brand!

MOLLY POWELL

*designer for
Jaded London*



When did you attend PHSG?

2011-2018

*Molly during her last day at
PHSG*

What is your favourite memory of your time at PHSG?

The sixth form Tuscany trip- one of the best experiences I have ever had and would recommend to anyone interested in Art, Language and History.

What does your job look like on a day-to-day?

Researching fashion trends and concepts for new ranges. Creating moodboards and designing new womenswear clothing and accessory ideas. Chasing in fit samples, attending fit meetings for new samples and communicating with international factories.

What is your favourite memory of your job?

Recently travelling to Paris for Texworld Exhibition and inspiration shopping in Paris vintage stores.

What are some of the things you have struggled with in your occupation how did you overcome them?

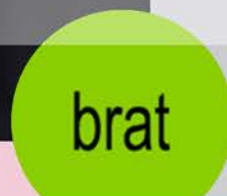
Honestly, imposter syndrome! I just try to remind myself of my abilities, how hard I have worked and that, through my hard work, I am able to achieve my goals.

What is your biggest achievement?

Graduating from university and landing a job in the industry through and after a pandemic felt pretty epic. But also Charli xcx wearing one of my designs.

What would you say to a student at PHSG who is worried about their future and what they want to do?

Don't stress! I think something I did not see and wish I had realised sooner was that high school is just one part of life and there is so much more to come! Take one step at a time and try lots of different things. Get work experience and network as much as possible in industries you are interested in.



Verified Artist
Charli xcx
31,351,141 monthly listeners



Plymouth High History

CROSSWORD

Across

- [3] What is the last name of the PHSG alumni, who competed in the 2012 Olympics?
- [4] What is now the 6th form centre was opened in memory of which German teacher? (She left £100,000 in her will to help fund this conversion)
- [7] There is an escape hatch from the upstairs corridor into whose office?
- [9] In 1906 Mrs Drew was employed, she was the first teacher to teach which subject?
- [10] On January 21st, 1877, our school's main building was opened by whom?
- [12] Our school was founded as a result of the growing pressure in the late 19th century to improve

- [14] After the raid in 1941, to where did the students first evacuate?
- [16] Which of the seven businessmen, who helped found the school, has a house named after him?
- [18] What was the first name of the first student to be enrolled at our school?
- [19] In April 1941, which area of our school was bombed?
- [20] What was the last name of the headmistress between 1910 - 1931?

Down

- [1] 'For life, not school, we ____.'
- [2] Who was the first headmistress of our school?
- [5] In 1874, a temporary school was opened in which building on North Hill?
- [6] The Fuel and _____ Control Act in 1973 resulted in the school cutting the school week down to 3 days instead of 5.
- [8] From which local stone is the main building of our school made?
- [11] What was the last name of the first student on the register?
- [13] Which headteacher, starting in 1991, was the first in the country to refuse to hold English tests for 14 year olds? (These tests were ordered by the Government.)
- [15] The Annexe was previously used for 'The South Devon and _____ Blind Institute'.
- [17] Which building did the school expand to in the 1960s?

ANSWERS ON THE BACK

IS UNIVERSAL BASIC INCOME (UBI) A VIABLE SOLUTION TO INEQUALITY IN THE 21ST CENTURY?

Economic inequality is becoming an increasingly prevalent issue, exacerbated due to global disruptions within the 21st century (the pandemic, financial crisis and the emergence of AI and cryptocurrencies). The term inequality is broad, with multiple facets (e.g. income, wealth, social, technological). Inequality is the culmination of many forms of privilege and disadvantage. Increasingly, the proposal of UBI is entering mainstream discussion. Although theories for the origins of UBI date back to Thomas More (1478–1535), the first to formulate a program in terms of UBI and to associate it with social inequality.

I aim to demonstrate the effects of UBI on all aspects on inequality, for both pre and post industrialised countries. The Kuznets Curve claims that economic industrialisation exacerbates inequality in developing economies before leading to greater equality as wealth is redistributed when governments implement policies to address disparities. Within most developed economies, we see that there is an increasing wealth inequality, such as the housing crisis in the UK, meaning assets become harder for middle/lower-class individuals to afford.

Figure 1 (Cambridge Econometrics, 2022) illustrates that, under a fiscally neutral UBI scheme, the lowest deciles experience the most significant gains in income. This aligns with the notion that fiscal transfers are among the most effective mechanisms for addressing rising economic disparities.

Adapting previous models focussing upon the elasticity of government transfers upon the Gini coefficient. I attempted to model the redistributive elasticity effects of UBI modelled as an exponential decay function, applied to initial income distribution.

$$G' = G \cdot e^{(Er \cdot T)}$$

Er = redistributive elasticity, reflecting efficiency of redistribution in reducing the Gini coefficient (higher elasticity means systems are more effective at targeting low-income individuals)

T = total distribution expenditure as a fraction of GDP, scale of government intervention in income distribution

G = initial Gini coefficient before redistribution is implemented

G' = Gini coefficient post redistribution implemented

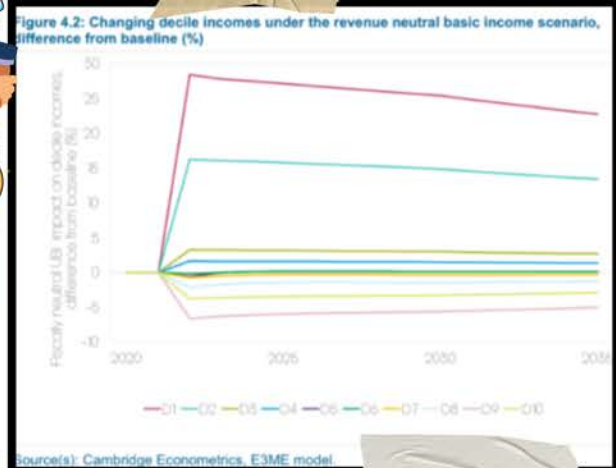
Derived from the assumption that redistributive policies reduce income inequality at a rate proportional to expenditure allocated to them, the exponent term ($Er \cdot T$) represents the extent to which redistributive policies reduce inequality.

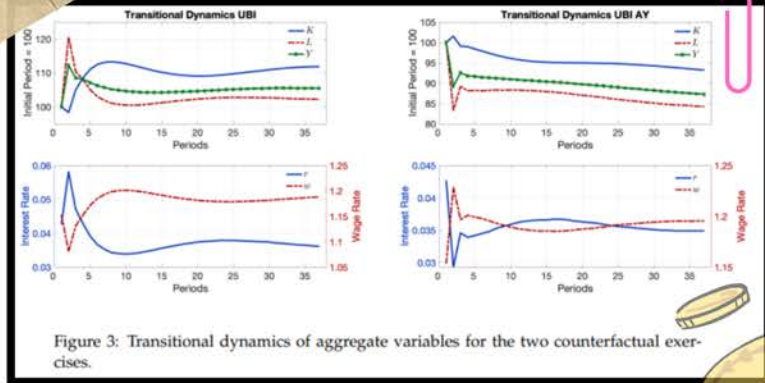
The UK's pre-distribution Gini coefficient was 35.7% with welfare expenditure at 10.9% of GDP and, using an estimate of Er for means-tested benefits, 2.0, G' was calculated at 28.7%. Replacing existing welfare with UBI (assuming a lower elasticity of 1.5 due to universal allocation), the G' only improved to 30.3%. However, when UBI was added alongside welfare, total redistribution spending increased to 21.8% of GDP, and the G' fell to 25.7%, indicating a stronger reduction in inequality than either system alone.

India's pre-distribution Gini coefficient was 42.0%, with welfare spending assumed at 5% of GDP. With an estimated Er of 1.2 for means tested programs, the Gini improved to 38.6%. Replacing welfare with UBI (elasticity=1) only improved to 39.0%. However, implementing UBI alongside welfare (increasing total spending to 10% of GDP) reduced the G' to 37.1%, again highlighting a hybrid system is most effective.

Aligning with Keynesian arguments that direct fiscal stimulus can reduce inequality by raising lower incomes, it also contradicts neoclassical views that efficiency losses from universal transfers outweigh their benefits. Whilst effective, we must consider budgetary constraints of combining these two systems. Potential considerations for financing this model include increasing the top marginal tax rate - given empirical findings that the Laffer curve effect is weak in the UK, a negative income tax has potential to ensure redistribution without excessive distortions. Furthermore, an increase in wealth tax to approximately 1-2% on net assets exceeding £1,000,000 could generate enough revenue to cover the increased spending on welfare. Specifically for India's case, the reintroduction of the wealth tax abolished in 2015 could help finance UBI. This, coupled with a reallocation of subsidies, should cover the additional costs of UBI.

The Rawlsian theory of justice, which advocates for policies that benefit the most disadvantaged highlights fundamental issues with UBI, including misallocation of funds as, although lower income individuals receive a higher proportional benefit, those on higher income receive the same amount with little perceived benefit to their living standards and little effect on increasing AD. Figure 3 highlights the empirical importance of financing UBI not through fiscal taxation, higher taxes reducing investment incentives offsetting the initial AD boosts.





Giving income to citizens individually gives freedom to those who do not have opportunities. For example, most women in India have no income stream of their own, meaning they are more vulnerable to exploitation. UBI trials have demonstrated significant improvements in school attendance, women's empowerment and nutritional security. This not only reduced class inequality but gendered inequality by giving women financial freedom about their future as they can afford areas such as higher education. A study by Khera showed that the Indian government's direct-debit transfer programs improved access to basic services, including healthcare and education for women in rural areas. Studies from Finland's two-year-UBI experiment highlighted few employment benefits, but large improvements in wellbeing and social trust.

As technology advances exponentially, it's changing our fundamental asset structure. Technological assets are accelerating at a return rate that significantly outperforms physical capital. Pre-industrialised economies are at a significant disadvantage because wealth accumulation is decoupled from traditional labour and, instead, tied to algorithmic monopolisation and data extraction. As AI and blockchain technology accelerate economic stratification, this increases the divide of capital inequality.

Cryptocurrency, initially seen as a tool for decentralisation, has instead recentralised wealth, with early adopters and institutional investors controlling most assets. Moreover, stake-taking rewards and liquidity might favour those with initial capital. However, blockchain itself proposed potential funding methods for UBI, e.g. decentralised currency payments. Pilot projects: 'GoodDollar' and 'circles UBI' highlight opportunities for crypto-based direct payments bypassing traditional controlled fiscal systems. UBI should be understood as a structural correction to the wealth concentration fuelled by data capitalism rather than solely as a redistributive measure for displaced workers.

Due to its fundamental simplicity, UBI influences change in the Gini coefficient to reduce inequality, with higher redistributive elasticity as opposed to regular means-tested benefits (which often suffer from leakages, fraud and high administrative costs).

Pre-industrialised countries - India's Public Distribution system loses up to 40% of funds due to inefficiencies, whereas direct cash transfers (UBI) nearly eliminate these losses. Behavioural economics suggests that liquidity constraints and financial literacy influence how recipients utilise welfare payments. Means-tested transfers when tied to education or healthcare may enhance human capital accumulation more effectively than UBI, where recipients may allocate funds sub-optimally.

General equilibrium models are used to analyse term impacts to large fiscal transfers like UBI. Studies by Toder et al (2017) and Keen et al (2019) use their CGE models to stimulate the fiscal impact of UBI on various economies. Their findings suggest that UBI would require major tax increases or cuts to other social benefits, potentially harming economic growth. For example, Keen et al (2019) found that UBI could significantly increase public debt. Inflationary pressures are an obvious additional concern. The Dynamic Stochastic General Equilibrium model can determine inflationary effects in cash transfer schemes such as UBI. Showing that implementation of UBI without long term changes to factors of production and supply side policy adjustments result in inflation, as UBI could increase aggregate demand disproportionately resulting in demand-pull inflation.

UBI may create inefficiencies and may not cover all other potential costs for individuals, which may require additional support. As there is less investment into public infrastructure, it may be hard for people with on-going autonomous expenses to cover all these costs, coupled with a shrinking public sector due to funding cuts to make UBI feasible. Pareto Efficiency models suggest redistributing income through targeted programs can achieve better welfare outcomes than Universal transfers. Feldstein (2005) argues that UBI, by giving unconditional transfers to all, leads to situations where resources are not allocated in the most efficient way, further demonstrating that UBI may not be able to address specific societal problems such as education or healthcare, especially ones of social costs/benefits. Politically, redirecting funds from existing means-tested programs may face resistance due to potential cuts for people benefitting from the current welfare system.

The impacts of UBI are dependent on how they are funded. Through fiscal systems, UBI may be incredibly beneficial in reducing inequality. However, if funded through cutting existing welfare programs, UBI may be counterproductive. While full-scale UBI may not be viable funding through fiscal systems coupled with a gradual implementation strategy has potential for making this a solution to fixing inequality within the 21st Century.





And the empowerment of girls and women.

In the past, women were represented in Disney movies as passive characters who were defined by domesticity. They were portrayed as homemakers, often cleaning or waiting to be rescued by a man. Characters like Snow White and Cinderella are used mainly for domestic chores, while the men act as their knights in shining armour. The women remain passive within their own lives, just accepting their fate. **These portrayals reflect traditional gender roles that were the norm at the time** — women as housewives and mothers, men as the breadwinners.

But, over time, both society and Disney have changed. With the rise of first and second wave feminism — which fought for women's suffrage, rights in the workplace, and more — **there's been a shift in how women are represented on screen.** These feminist movements inspired Disney to create more empowering female characters who are modern heroines within their own stories. Characters like Moana, Elsa, and Merida are independent, brave, and live their lives without being held back by social expectations. They don't wait around to be saved — they are their own saviours.

Mulan and Merida are great examples of women who take control of their own futures, even if it means breaking the rules. In the past, women were often too afraid to speak up or were shamed for going against the norm. But Mulan proves herself as a powerful warrior, taking her father's place in the army out of love, duty, and strength. She shows that **being a woman doesn't mean being weak, even though that's what a patriarchal society believed.** Merida, in Brave, offers a more modern idea of duty. She refuses to marry just because it's expected of her, and she fights for her freedom instead. She's not interested in being seen as secondary to a man or in settling into a life that's not her own — she wants to **live boldly, doing what she loves**, like archery, horse-riding, and climbing.



As Disney films have developed, there's also been a shift in how love is portrayed. The idea that a woman needs a prince to save her is no longer the centre of the story. In *Frozen*, the main focus is on sisterly love rather than romance. Elsa is a strong female lead who doesn't have a romantic interest at all, and still stands out as a **powerful queen**. Even Anna's relationship with Hans is used to mock older Disney tropes — she's called out as crazy for wanting to marry a man she's just met, which shows how much views have shifted. Moana is another great example. She has no romantic subplot at all, and still completes her journey in an assertive way. Both of these characters prove that **female stories don't need a prince to be powerful**.



This is a big contrast to older films like *The Little Mermaid*, where Ariel's whole story revolves around her love for a prince. She literally gives up her voice — her way of expressing herself — for a chance to be with him. She sacrifices everything, including her home and identity, just to be part of his world. That kind of storyline supported traditional values that suggested women should give up everything for love, especially for a man as a relationship was considered aspirational and would lead to fulfilment.

The newer Disney characters reflect a bigger change in how society views women. Through the work of feminism and moments in history like women taking over jobs while men were at war, there's been a growing understanding that women are just as capable and strong. Today's Disney characters show leadership, resilience, independence, bravery, and all kinds of empowering traits that weren't always linked to women in the past.



Most importantly, these characters now allow young girls to see that they can take control of their own lives. They can be curious, strong, emotional, fearless, and unapologetically themselves — without needing a man to complete their story.

Which Disney princess are you?

Which characteristic would your friends use to best describe you?

- A) Intelligent
- B) Self-assured
- C) Courageous
- D) Creative



When you're faced with a problem, what do you do?

- A) Think about all the possibilities and apply the best option
- B) Stay calm; you know you can solve it
- C) Face it head-on, no matter what happens
- D) Think about it in a new way and see the beauty in the mistakes



How would you spend your dream day?

- A) Reading
- B) Travelling
- C) Doing sports/ in the gym
- D) Painting/ creative tasks



What's a quality you look for in your friends?

- A) Supportiveness
- B) Protectiveness
- C) Humour
- D) Good listener

Which genre of music do you prefer?

- A) Classical
- B) R&B
- C) Rock
- D) Indie pop



Mostly As = Belle / Mostly Bs = Jasmine / Mostly Cs = Mulan / Mostly Ds = Rapunzel

This magazine is dedicated to our wonderful teacher Miss Luscombe, to celebrate her life and the amazing impact she had on our school community

Miss Luscombe joined the school as Head of PE in 2014 and her enthusiasm and dedication to improving the opportunities offered to students at PHSG was exceptional.



"Such a beautiful teacher who cared about us all. You were the kindest teacher I've ever encountered."

She embraced the role of Head of PE, adding many extra-curricular activities to the busy schedule and introducing lessons in hockey and cricket to the core curriculum offer as well as lots of outdoor and adventurous activities like rowing and climbing. She was a very keen sportswoman, excellent hockey player, cricketer, netballer and equestrian, too. She would show us all up in the PE Department with her ability in every sport and her natural ability as a sportswoman was enviable. She loved a competition and usually won!



"Remembering a great PE teacher who made lessons fun."



"Miss Luscombe was the one teacher you could rely on to make PE lessons enjoyable and exciting."



"In gratitude for a life spent inspiring and guiding others."



"Gone but never forgotten. Rest in peace now, Kelly."



"I will never forget you riding into school on your scooter, with the ball on top, telling me I should try it sometime."



"I've been inspired by you to go to Melbourne to have a year out and teach sport."



Her love of the topic of anatomy and physiology has helped many cohorts of both GCSE and A Level students to get the required grades to progress on to further study. She really enjoyed classroom teaching but, if an opportunity arose to take a class outside and learn through a practical activity, then she was always game.

"Kelly, you were the light in our lives, and you are gone. Your kindness and love will never fade from our hearts."

"O Captain! My Captain!' You were so encouraging when I joined the team, even after you found out I couldn't bat, couldn't bowl, couldn't catch."

"Thank you for everything, Kelly. You are the reason I got back into cricket."

"Thank you for being the kindest, most thoughtful teacher anyone could ask for. Thinking of you."



"Thank you for being such a wonderful teacher and support to my daughter. She is now at University studying Law because of you."



"Last night I saw the most gorgeous sunset and I knew it was you. Your smile and laughter. You were smiling down on us, telling us not to be upset as you will always be watching over us."



"Miss Luscombe, you made my love of sport what it is today."



She set up a trip to Bude International as a CEW week option which over 360 students have been able to enjoy – her favourite was the fancy dress evening and she could always be guaranteed to get up on stage and join in with the karaoke (not often in tune but always with enthusiasm).

She was an amazing friend and colleague to us all and we dearly miss her every day.



Inside your mag...

Messages from student leadership teams

1. Messages from the Head Student Team
2. Messages from Earth Alliance and Xanthus
3. Messages from the Temple and Kendall House teams
4. Messages from the Anthony and Latimer House teams

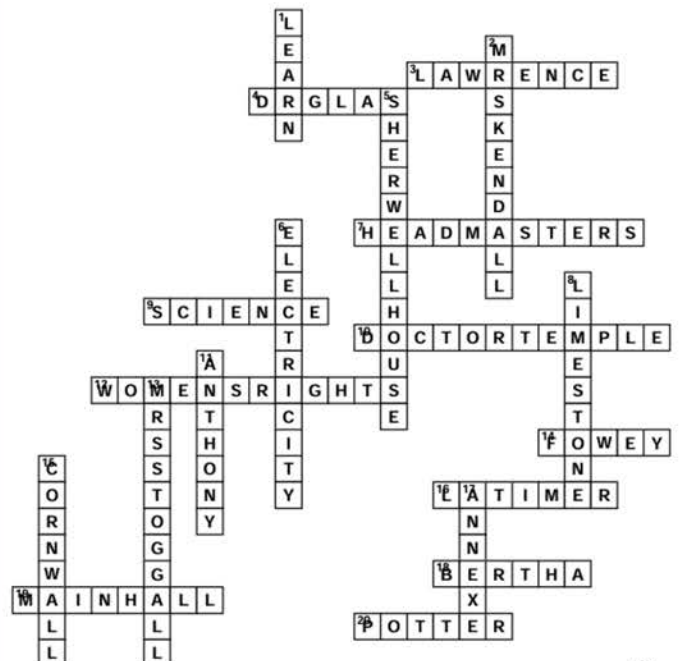
Essays

- 7-8. Physics essay: Wave-particle duality, and the wider ideas of quantum position
- 11-12. Economics essay: Is Universal Basic Income (UBI) a Viable Solution to Inequality in the 21st Century?
- 13-14. Media essay: Disney and the empowerment of girls and women

This magazine is dedicated to our teacher Miss Luscombe, pages 15-16

Poems, essays, interviews, games

5. Poems sent in by the Creative Arts Society/ readers
6. The importance of diversity in the workplace
9. Interview with a PHSG alumni
10. PHSG history crossword (answers in the PHSG history timeline on the school website, or on this page)
14. 'Which Disney princess are you?' quiz



Answers to the crossword on page 10