

WCSQM Student Character Campaign - Student of the Month



Student submission form

Student Name Freya Murphy Year group/form: Year 9 School Name: Weatherhead High School

Instructions to teacher/school

Look through the completed sample form for ideas on how your students can prove any of the characteristics.

You can use copies of the form below or the sample form internally to work through the WCSQM characteristics framework with your students in any way you like.

However, to **nominate for Student of the Month** your student only needs to submit ONE characteristic on this form. You complete name etc. above and submit to info@worldclass-schools.org at any time. **Please ensure you have sought full permissions for the information submitted to be shared publicly by WCSQM.**

We are #worldclass **learners** and **leaders** with a **commitment to achieving** the best for our **community** and our best in the **work place**, by acquiring a deep **knowledge and understanding** of our world'



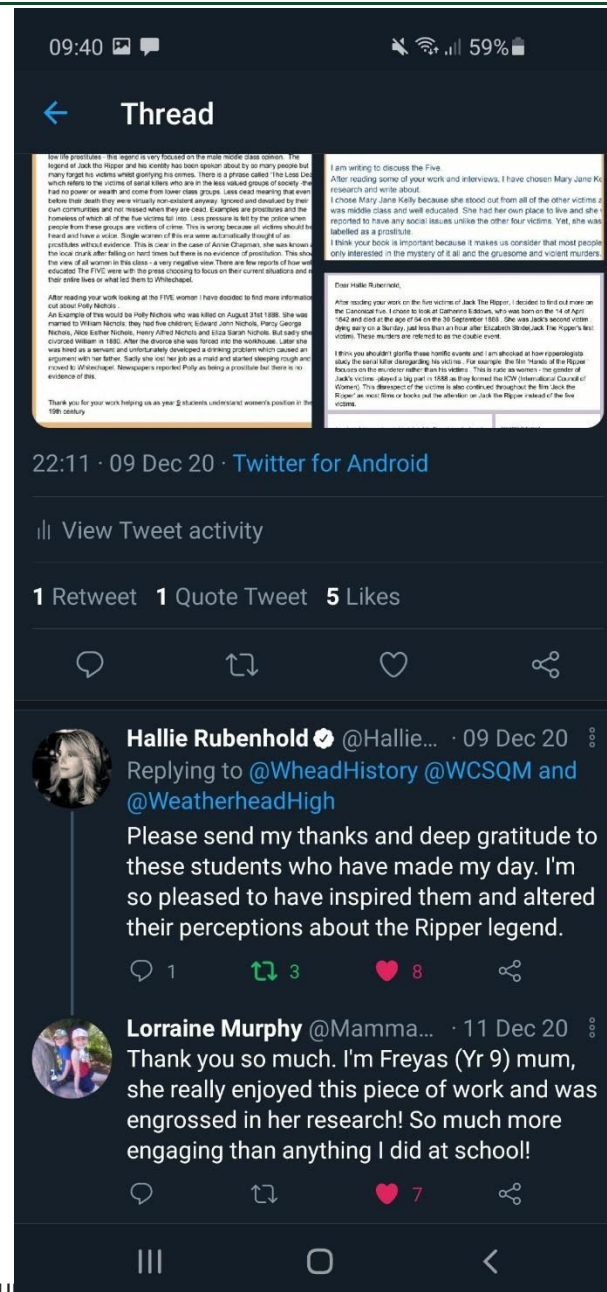
1. I am an **excellent learner, dedicated to life- long learning** because I...

Characteristics

| Description | Evidence |
|---|---|
| a...understand the importance of learning from mistakes, and build up intellectual and emotional resilience | |
| b...exercise intellectual curiosity, and work independently, creatively and inventively | Copy of Freya's letter and screenshot of a retweet by Hallie Rubenhold |

Freya took part in the KS3 Virtual History club's task to look at Rubenhold's book "The FIVE" - the untold stories of Jack the Ripper's victims. Her mission was to find more out about one of the FIVE victims and explain in a letter to the historian, Hallie Rubenhold how her work is important to understand the history of the five women and how we shouldn't glorify the Ripper.

Freya dedicated a lot of time and effort to research a topic outside the curriculum and wrote an incredibly well detailed, accurate and sophisticated piece of work that impressed the History department. This will have taken a lot of her own time to research and Freya has clearly been very invested in this topic in order to stretch her own understanding of the past but also of issues incredibly pertinent to her - that of the representation of women in both History and historiography in how historians write about the past. Freya wrote an incredibly thoughtful response which outlined her passion and enthusiasm for challenging the status-quo of the Ripper Legend to focus not on the killer but on his Five female victims and their lives.



09:38

60%

← Freya Murphy - Dea... ✎ 📧 ⋮

Dear Hallie Rubenhold,

I am writing to discuss the FIVE.

I am shocked at the way ripperologists study Jack the Ripper, disregarding his victims completely. History shows the legend of Jack the Ripper as a demonic superman preying on low life prostitutes - this legend is very focused on the male middle class opinion. The legend of Jack the Ripper and his identity has been spoken about by so many people but many forget his victims whilst glorifying his crimes. There is a phrase called 'The Less Dead' which refers to the victims of serial killers who are in the less valued groups of society - they had no power or wealth and come from lower class groups. Less dead meaning that even before their death they were virtually non-existent anyway. Ignored and devalued by their own communities and not missed when they are dead. Examples are prostitutes and the homeless of which all of the five victims fall into. Less pressure is felt by the police when people from these groups are victims of crime. This is wrong because all victims should be heard and have a voice. Single women of this era were automatically thought of as prostitutes without evidence. This is clear in the case of Annie Chapman, she was known as the local drunk after falling on hard times but there is no evidence of prostitution. This shows the view of all women in this class - a very negative view. There are few reports of how well educated The FIVE were with the press choosing to focus on their current situations and not their entire lives or what led them to Whitechapel.

After reading your work looking at the FIVE women I have decided to find more information out about Polly Nichols.

An Example of this would be Polly Nichols who was killed on August 31st 1888. She was married to William Nichols; they had five children; Edward John Nichols, Percy George Nichols, Alice Esther Nichols, Henry Alfred Nichols and Eliza Sarah Nichols. But sadly she divorced William in 1880. After the divorce she was forced into the workhouse. Later she was hired as a servant and unfortunately developed a drinking problem which caused an argument with her father. Sadly she lost her job as a maid and started sleeping rough and moved to Whitechapel. Newspapers reported Polly as being a prostitute but there is no evidence of this.

Thank you for your work helping us as year 9 students understand women's position in the 19th century

Thank you

(first name year group and form class)

Freya Murphy, Year 9, 9JWI

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|--|------------------------|
| c...demonstrate an entrepreneurial spirit | |
| d...reflect on my achievements, revise and improve my ideas | |
| e...use strategies for effective learning, such as the ability to memorise, summarise, rephrase and review | (see characteristic b) |
| f...practice reading for enjoyment, accompanied by high levels of critical thinking | |
| g...am an excellent researcher | (see characteristic b) |
| h...am an exceptional learning role model to members of the school community, at all ages, and levels. | |